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ABSTRACT

Librarians of New Mexico have long felt that the library services of the state are not well enough organized nor of sufficient strength to meet the challenges of providing the information-related services its citizens need. This concern led to a series of studies of the problems and joint efforts towards solving them. Public, school, academic, and special librarians, as well as interested citizens, took part in these efforts. The New Mexico State Library Commission and the State Library staff also took part and encouraged this work. The Five-Year Program presented here is a logical outgrowth of the work that has gone before. The purpose of this Program is to set forth parallel courses of action designed to make "The Coordinated Library Systems of New Mexico" a realistic mechanism through which the state can bring its library resources to bear upon the problems facing New Mexico citizens. This program sets forth the problems facing libraries, the limits of the situation, and the roles that local, state, and federal agencies and funds may play as an effective means of meeting library service needs. (Other State Plans are: LI 003 985 through LI 003 991 and LI 003 993) (Author/NH)

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A FIVE YEAR PROGRAM

FOR

LIBRARY DEVELOPMENT

IN

NEW MEXICO

1972 - 1977

New Mexico State Library

Santa Fe, New Mexico

1972

LI 003 992

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JUN 30 1972

"The objective of developing the economic condition of our people must continue to have our top priority. . . . It is my strong hope that we will band and work together in a manner which is only beneficial to the progress, improvement and well being of all of the citizens of New Mexico."

Governor Bruce King
"State of the State" message
to the legislature
January, 1972

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INTRODUCTION

SOCIAL, ECONOMIC, EDUCATIONAL, AND ENVIRONMENTAL FACTORS

New Mexico has a rich tricultural heritage, outstanding scenery, attractive climate, large oil, mineral, and forest reserves, an unequalled "brain trust" in areas of atomic and other research. These, when combined with the growing awareness of the value of clear skies and wide open spaces for the development of human potential, add up to a bright future for the state.

New Mexico's bright promise is somewhat overshadowed by its problems. The state faces the problems of law enforcement, education, preservation of the environment, and many others that are major concerns throughout the nation. In addition, the state faces special problems related to the differing cultural backgrounds, geographic dispersion of population, and distances from the large population centers which represent industrial markets.

These assets and problems have special implications for those agencies concerned with the dissemination of information to citizens of the state. The libraries of New Mexico form one such group of agencies.

Librarians of New Mexico have long felt that the library services of the state are not well enough organized nor of sufficient strength to meet the challenges of providing the information-related services its citizens need. This concern led to a series of studies of the problems and joint efforts towards solving them. Public, school, academic, and special librarians, as well as interested citizens, took part in these efforts. The New Mexico State Library Commission and the State Library staff also took part and encouraged this work.

The Five-Year Program presented here is a logical outgrowth of the work that has gone before. The purpose of this Program is to set forth parallel courses of action designed to make The Coordinated Library Systems of New Mexico a realistic mechanism through which the state can bring its library resources to bear upon the problems facing New Mexico citizens.

This program sets forth the problems facing libraries, the limits of the situation, and the roles that local, state, and federal agencies and funds may play as an effective means of meeting library service needs. The fact that this Program is required by the Library Services and Construction Amendments of 1970 only serves to increase the usefulness of this written planning document.

CHAPTER I

BACKGROUND FOR NEW MEXICO'S FIVE-YEAR PROGRAM

NEW MEXICO INFORMATION NEEDS

The needs for information in New Mexico are a direct reflection of both the times and the physical characteristics of the state. The economy is based on such industries as government, tourism, mineral extraction, and agriculture. These industries are subject to national economic fluctuation, changes in government policy, and the weather. Large amounts of the land are federally administered. Desert physiography, limited water resources, and distances from potential markets limit the possibilities for industrial development. Some of the more recent developments, such as coal-powered electric generating plants, are running into strong opposition on the basis of their effect on the air and topography. The movie industry and other light, "clean" industries are being encouraged by many New Mexicans.

Despite per capita support ranking fourth nationally, educational levels in the state do not compare favorably with those of other states. There are noticeable lags in educational attainments by Indian and Spanish-surnamed citizens. The Five-Year Program and the annual action programs that follow must take into consideration such factors as language and cultural differences which tend to separate us and complicate educational needs at the same time that they enrich the state and attract tourists.

Library planning must also reflect the changes that are taking place in our state, as outlined in the study, Changes in the Distribution of New Mexico's population between 1930 and 1970, published by New Mexico State University in January, 1972. The study shows that the number of inhabitants in New Mexico (present population 1,016,000) increased by 140% over those years and that major population increases have occurred in the counties of Bernalillo (595.1%), Lea (706.5%), Otero (320.3%), and San Juan (257.2%). Eight of the ten counties which lost population are in the northeastern portion of New Mexico. Of these, five have no urban population (see Appendix VIII).

The NMSU reports concludes,

> The changes in the distribution of New Mexico's population between 1930 and 1970 have had significant political, economic, and social consequences.
>
> Politically, for example, the presence of over three-tenths of New Mexico's population in Bernalillo County in 1970 compared with slightly over one-tenth of that population in 1930 has greatly increased the county's political representation in the Legislature and its influence in the politics of the state in general. . . .
>
> The increased concentration of the population in the larger municipalities and the counties in which they are located has been a stimulus toward an expanding economy for those centers and counties. Such concentration has enhanced the attraction of new industrial activity. . . . Both have tended to attract even more people. They have also created increased tax revenue. Conversely, in the areas with declining populations, the economy has suffered and people have had to go elsewhere for economic services. Also the decline in tax revenue has made it difficult for many areas to provide the public services which are necessary to a well-balanced community life.
>
> Fully as important as the political and economic effects of the changes in the distribution of the state population are the social effects. The counties with the larger population centers are more able to provide adequate education, welfare, medical, dental, and hospital services. Culturally, they tend to become the focus of artistic, musical, dramatic, and literary activities in the state. The opposite has become the situation in the more sparsely populated areas where population loss has occurred.[1]

1. Sigurd Johansen, Changes in the Distribution of New Mexico's Population between 1930 and 1970, Agricultural Experiment Station Research Report 222 (Las Cruces: New Mexico State University, 1972), pp. 7-9.

This situation gives rise to information needs as varied as the geography and the cultures involved. Basic rural services are needed to equalize educational opportunity, to break down the barriers that create isolation of individuals from their neighbors and the dignity of a job, or to reach areas where television is not yet a way of life. Bilingual or audiovisual materials will be needed for those with lower proficiency in the written language.

Many of the medium-sized trade areas of New Mexico are attempting to reverse the population drifts to industrial centers by developing small industries. These industries are often of the piece-work type, but a few fall into the rapidly-expanding field of technological production. Retirees are being encouraged to settle in many small towns. Such efforts need the support of a source of technical information as well as of the amenities that make life more interesting and productive.

Major urban growth centers face all of the problems of providing sophisticated information services to rapidly expanding clienteles. Many of the problems are cited in the NMSU population study quoted earlier.

Librarians of the state are aware that this is no longer a world where information is scarce. We are blessed with "overchoice." Even in the most remote areas of New Mexico, the average citizen has many more choices to affect his life than ever before. The citizen's problem is to organize the massive amount of information he may receive from the media, from service agencies and commercial firms, and from a host of other sources designed to help or sell him something.

Although librarians are generally considered "keepers of the books," they have also been organizing these books for many decades. Now, librarians are concerned with the important function of organizing and disseminating types of information that may come in any form. This concern led to the idea of structuring libraries as an information organizing and distributing service.

NEW MEXICO LIBRARY RESOURCES

"New Mexico does have certain important strengths to bring to the solution of these problems. We have already noted that we met many able librarians. There are also some libraries, notably many of the special libraries associated with military or scientific institutions, with very strong collections in certain subject areas. Finally, the state library, with federal assistance, has already done much to improve the library situation, in particular through the regional library program which extends at least some library service to otherwise unserved communities."[2]

PLANNING LIBRARY SERVICES FOR NEW MEXICO

State Library Administrative Agency

The New Mexico State Library Commission has as major functions the administration of state grants-in-aid, encouragement of local library services, and general promotion of an "effective state-wide library system" (see Appendix I, 4-11-3-D).

The State Library is an autonomous state agency. Its five-member commission is appointed by the governor (see Appendix II). Established in 1929 as a state extension library, the state library began its rural bookmobile service to schools and local public libraries in 1956. Over the years its role has been redefined to include reference service to state agencies, administration of federal and state grants, consultant and backup services to local libraries, and state-wide staff development. The agency operates 6 regional bookmobiles; 3 of these are housed with local library operations. The regional headquarters (30 staff members, of a total of 76) are located in Espanola, Tucumcari, Belen, Lovington, Silver City, and Cimarron (see Appendix III).

Statewide Participation in Planning

In 1969, under Title III of the Library Services and Construction Act and at the request of the state librarian, the New Mexico Library Association appointed a statewide Library Development Council. This council commissioned Arthur D. Little, Inc. to survey the library needs of the state and recommend courses of action. The survey was completed January, 1970.

2. New Mexico's Library Resources: Present Status and a Plan for the Future (Cambridge, Massachusetts: Arthur D. Little, Inc., 1970), p. vi.

While the State Library Commission and the New Mexico Library Association accepted the report, it was clear to the association and the state library staff that the profession was by no means in agreement with all of the

suggested courses of action. The cost of many of the recommendations seemed impossible to many librarians in light of New Mexico's economy, and it was obvious that many recommendations were lacking in detail as to how they could be accomplished even if agreed on. Study and local input would be needed to determine future directions for the state. The Development Council felt that opposition to certain specifics could lead to dismissal of the entire work. Therefore, in September of 1970 a group of representative librarians met to study the report and define areas for discussion at statewide meetings. Later that fall more than 400 librarians, trustees, and citizens met for day-long workshops at five regional meetings to which they were asked to bring their priorities for discussion. In the spring a steering committee of the Library Development Council, working in cooperation with the Bureau of Business Research of the University of New Mexico, studied the feedback from the fall meetings and drew up The Coordinated Library Systems of New Mexico (CLS) (see Appendix IV).

This plan assigns roles to the major library interests of the state (see Appendix II, pages 2 and 3) and outlines major objectives in the areas of expanded resources, organized information services, and action programs. The CLS was adopted as the state plan for library development by the New Mexico Library Association at the April, 1971 meeting, and was accepted in principle by the State Library Commission on May 28, 1971. Therefore, this Five-Year Program, although a requirement for funding under the Library Services and Construction Amendments of 1970, is a logical outgrowth of the work of the profession in the past three years.

Under the provisions of the LSCA of 1970, the Title III Library Development Council ceased to exist. The 14-member New Mexico Advisory Council on Libraries was appointed by Governor Bruce King (see Appendix V). The present council represents each major library type and includes representatives of present and potential special user groups such as physically handicapped and economically disadvantaged, as specified in Public Law 91-600. This council met in November, February, and April, 1971-1972, and during interim periods reviewed drafts of proposed needs and objectives to be included in the state plan. Reactions of the Advisory Council, the State Library Commission, the Library Development Committee of the New Mexico Library Association, and other members of the profession have resulted in considerable change and modification of the original proposals. The attached flow chart (Appendix VI) indicates how all future program changes and modifications allow for input not only from these groups, but also from user organizations and individual users and non-users, an area in which the profession must strengthen its basis for decision making.

Portions of this program have been published in the New Mexico State Library Reports . . . (with a provision for feedback). The program draft was presented to the members of the New Mexico Library Association in attendance at its April, 1972 meeting. Copies of objectives have been mailed for comment to many groups. At the operational level, all New Mexico State Library Development Division staff have been encouraged to consult with state library staff and other interested persons for each program component. Miss S. Janice Kee, U. S. Office of Education, Dallas, Regional Program Officer for the state library, attended a meeting of the New Mexico Advisory Council on Libraries to discuss goals and objectives of the program and has continuously provided consultant services to state library staff on technical problems relating to program development.

The state librarian attended two USOE institute sessions conducted by the Ohio State University Evaluation Center staff on statewide planning, and the head of the Library Development Division attended three. The program has thus been developed to apply concepts presented at Ohio State, notably a built-in, ongoing mechanism for continuous evaluation of each step (see Appendix VI).

In all this, the state library has reflected a program focus which will result in measurable improvement of the human condition of New Mexico citizens. This five-year goal and the three broad objectives are taken directly from the The Coordinated Library Systems of New Mexico, and the program amplifies the basic concepts of the CLS.

FIVE-YEAR GOAL:

To prove that libraries, functioning as participants in a coordinated library system, can supply a measurable improvement in the quality of life for citizens of New Mexico--economically, educationally, socially, and culturally.

GENERAL OBJECTIVES:

1. The capability of each library to meet 85% of the information needs of the clientele of its recognized community

2. A centrally coordinated program for exchange of interlibrary services that are not economical to support in individual libraries of the state

3. Programs designed to meet the needs of at least six specific clientele groups with an evaluative mechanism to test and refine such programs for adaptation to The Coordinated Library Systems

4. Development of operations research techniques to implement measured improvement of library services throughout the state.

CHAPTER II

EXPANDING AND IMPROVING LOCAL LIBRARY SERVICES

GENERAL OBJECTIVE: The capability of each library to meet 85% of the information needs of the clientele of its recognized community.

This general objective incorporates a recognition of the responsibility of municipalities (for public libraries) and parent organizations to provide essential services. It does not apply to those communities which do not have the means to provide even the most basic library services. The 85% figure is admittedly arbitrary, recognizing the economic fact that materials and services in most frequent demand are least costly to locate and transmit if they are available at the point of demand. The percentage figure is not realistic in the sense that it does not recognize the differing purposes and clienteles for different types of libraries. It could easily be argued that libraries in educational institutions have a more direct purpose and, therefore, should be better equipped to serve their users than the general public library. This objective is a tentative one, intended to serve until more close examination of the situation provides more precise measures. Certainly it will be necessary to develop measures to know what the recognized needs are and whether or not a library is meeting them. One of the most difficult tasks will be to develop a measurable definition of need.

In discussing the current situation in relation to this objective, it is necessary to concentrate on two general services areas: extension services to the declining rural population and public library services to urban areas and neighboring areas that are feeling the pressures of urban expansion. Those services attached to parent organizations are discussed individually under school, academic, and special libraries and other information services.

It becomes apparent that a number of choices must be made between courses of action. Four criteria were considered where these choices were made. Is the course likely to accomplish the objective? Is the suggested course reasonable and workable? Is the expected cost reasonable? Is this course the best way to use the funds to accomplish the objective?

It also becomes apparent that not all programs can begin at the same time; some are more urgent than others. The suggested courses attempted to balance the urgency against what the state and its libraries are in a position to begin at once.

SERVICES TO RURAL AREAS WITH DECLINING POPULATIONS

The state library's existing bookmobiles have proven the value of providing a minimal level of service to those areas which cannot support local public libraries. Our experience has shown that cost factors and problems of distance combine to limit the frequency and comprehensiveness of this service.

Regional libraries in New Mexico were established in 1956 after passage of the Library Services Act and are authorized in law. The state librarian is authorized to "Administer the library extension service" (see Appendix I, 4-11-3.1-H). At present, the six regional bookmobile headquarters operate schedules in which they visit 264 communities for periods of time ranging from 20 minutes to 45 minutes once each month. In addition, the three to five members of each regional staff place collections in some 60 community centers managed by volunteers. Some isolated patrons receive items by mail, and special requests which cannot be filled from the collection at the bookmobile stop are mailed to requesters. Each region enjoys considerable freedom to determine the nature and extent of schedules, services, and collections. The regions are operating under a policy which limits the staff to an 8-hour day, most commonly from 8:00 a.m. to 5:00 p.m. Limited personnel precludes the possibilities of overlapping shifts; equipment is beginning to break down because of lack of planned replacement of bookmobiles, each of which averages 14,000 miles a year. Under these conditions, it is amazing that this joint state-federally funded program circulates nearly 600,000 books annually. Registration figures vary--some regions register families and others, individuals--but at least 32,000 current registrations indicate widespread contact with citizens.

Rural Service Needs

The bookmobiles have had significant impact in rural areas, but obviously do not meet the objective for their clientele. The lack of sufficient service to rural citizens is not due to any lack of motivation or skill on the part of the personnel assigned to regional libraries. The operation is over-extended and severely handicapped by geography and population distribution. A continuation of the present level of service will be difficult to maintain without increased funding to replace equipment. The choice that is faced is to reduce the travel schedules and intensify services to specific areas or to provide less hours of service. The courses of action should attempt to provide more intensive service at a lower cost per hour of time that bookmobiles are at a scheduled stop. Alternative solutions should be explored for serving those outside existing public library service areas. Suggested courses of action incorporating all elements of public library service will be presented later.

Community Library Services

One major problem is that of communities too large to be well-served by bookmobiles, but too small to support a public library. Two hundred such communities in New Mexico have a limited or non-existent tax base. Some of these communities have tried to establish and operate local libraries because certain citizens feel they need more than the bookmobile service which can only make one brief stop for them each month. Following is a list of those libraries presently known which are not legally constituted:

Community	Population	Tax Support	Borrowers	Circulation
Aztec	3,354	$2,000	325	4,978
Bernalillo	2,016	unknown	unknown	unknown
*Chimayo	unknown	unknown	unknown	unknown
Corrales	5,500 (est)	400	879	5,553
*Dulce	unknown	unknown	unknown	unknown
Elida	233	600	217	2,304
Estancia	721	400	247	1,002
Hope	90	unknown	unknown	unknown
*Placitas	unknown	unknown	unknown	unknown
Taos	3,800	600	2,475	31,640
Tularosa	2,851	unknown	unknown	unknown
*Unincorporated				

By and large, these libraries are established and operated, independent of any legal authority, by interested and dedicated individuals or organizations. They are ineligible for state grants-in-aid under present rules. Supporting such libraries, except in Taos and Vaughn which have foundation support, usually depends on the initiative and community spirit of those who recognize library service as a distinct and legitimate need.

These efforts to establish community libraries should not be discouraged as a means of providing services to meet the stated objective. Unfortunately, many of these libraries do not provide the level of services that will meet these objectives. In many cases, the base of community support is too restricted to provide equipment, personnel, and the continuity of operation required for a sustained service. Others, particularly those in growth areas, may demonstrate the potential for development to the level required by state grants-in-aid as a reasonable investment of state funds. The concern for the state agency is to identify those community libraries not legally constituted which show potential for maintenance of effective service and to provide the necessary encouragement to see that they can survive the difficult development stage. The form of encouragement should not be of a nature requiring the state to assume the responsibility for a level of service beyond that of bookmobile or collection service. The assumption of such a responsibility could easily lead to assumption of the major costs of all local public library service since, for example, one-fourth of the present libraries have total budgets of less than $10,000 a year.[1]

In those communities willing to provide quarters, personnel, equipment, and presentation of a plan for progressing to meet the state grants-in-aid regulations in a specific short-term period, certain temporary assistance could be provided by state or federal funds without violation of the principle of local initiative.

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1. Annual Report: 1970-1971 (Santa Fe: New Mexico State Library, 1972), p. 36.

The community's plan should include a viable program to demonstrate the validity of its services to both children and adults; to develop a suitable collection; and to provide systems services. The state, in turn, would provide staff training and consultations and limited financial support for a short period to help establish these services.

Residents of public lands such as Indian reservations, forest reserves, and national parks are now receiving library service from the state's regional system. In many instances, particularly on Indian reservations and pueblos, there is good reason to establish residential libraries. While reservations or pueblos are not legally incorporated in the same manner as a village or city, they do accrue revenue which is budgeted and administered by a governmental council representing the people. So long as representative councils exist and are functioning for residents of Indian lands, the state agency views the library service problems of these residents in much the same way they would residents of a municipality or community. Requests for assistance would be treated as a request for assistance in establishing community library service.

PUBLIC LIBRARY AND URBAN AREA SERVICES

Public libraries in New Mexico have evolved along patterns fairly typical in the west and midwest. They have been established as a purely local function. Some were developed by community-minded citizens who saw the need for library services; others were instituted by the beneficence of personal bequests; some, of course, came into existence because of the availability of Carnegie support. Because most communities, and the state, have survived on a severely limited tax base, extension and improvement of public libraries in New Mexico have not kept pace with those of other states.

Collections

There are thirty-five legally constituted public libraries in New Mexico. About seven others serve communities but do not receive tax support. These libraries report combined holdings of 1,084,373 books.[2] Although this figure amounts to nearly 2 books per capita in areas served by public libraries, it is important to determine the quality of the collections. Comparison of the number of books purchased annually by the libraries with the number of holdings reported leads to the conclusion that the holdings of nearly all public libraries will average about 20 years old. As a rule of thumb, nearly all general service of a public library will involve books less than five years old. Only three libraries report acquisitions of more than 5,000 books a year. The nature of a public library requires considerable duplication of titles to serve a community of any size. It is reasonable to assume that libraries as a whole are not buying a representation of the 30,000 general titles published in English each year and that the collections which attempt to do this cannot exceed four. Of these, Albuquerque, Santa Fe, and Los Alamos are located in a common region. The implication of this finding is that any system designed to exchange resources will find participating public libraries to be dependent upon the collections of the academic and special libraries to meet recurring needs.

The major support for a program of collection improvement should be shared by the state and community. It is in the interest of a document exchange system to attempt to provide coordination of purchasing and support for sufficient acquisitions to assure at least 10,000 titles added each year in public libraries of the state and sufficient duplication of popular non-fiction items to meet the local library needs. A minimum estimate of the cost of purchasing an additional 25,000 volumes a year is $125,000.

Efforts to improve and expand collections will have a definite impact on storage capacities of existing libraries. The establishment of a list copy depository which would assure retention of at least one copy of every title in the state would reduce the need for public libraries to retain large quantities of older materials which may have an infrequent demand.

Facilities

Of the fourteen publicly supported libraries in the state serving populations over 10,000, the following can be said to have adequate buildings:

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2. Ibid., p. 37.

Community	Population[3]	Space standards	Actual space	Last construction
Albuquerque	243,751	130,000 s.f.	New building program approved	
Carlsbad	21,297	14,907 s.f.	17,085 s.f.	New building, 1962
Gallup	14,596	10,217 s.f.	12,657 s.f.	New building, 1969
Hobbs	26,025	18,217 s.f.	20,612 s.f.	Addition, 1969
Los Alamos	15,198	10,638 s.f.	14,657 s.f.	Addition, 1970
The following libraries serving populations over 10,000 do not meet space standards:				
Alamogordo	23,035	16,124 s.f.	10,729 s.f.	1962
Artesia	10,315	7,220 s.f.	6,000 s.f. est.	1955
Clovis	28,495	19,946 s.f.	630 s.f.	1935
Farmington	21,979	15,385 s.f.	8,000 s.f. est	1960
Las Cruces	37,857	28,600 s.f.	5,000 s.f. est	1935
Las Vegas	13,835	9,684 s.f.	6,000 s.f. est	1904
Portales	10,554	7,387 s.f.	6,800 s.f.	1969
Roswell	33,908	23,735 s.f.	6,180 s.f.	1906
Santa Fe	41,167	28,816 s.f.	12,500 s.f.	Addition, 1964

There have been only three applications in the last three fiscal years for Title II matching funds. Referendums have been tried but have failed in Clovis, Roswell, and Santa Fe.

The state agency should seek every opportunity to encourage communities to improve their library facilities. This can be done through deliberate consultations with the purpose of explaining what monies can be made available through LSCA Title II. It can also be done by liberalizing the present rules and regulations for awarding matching funds to municipalities.

Special emphasis should be given to the provision of facilities which are a support element in the interlibrary network proposed in the following chapter. Priorities for building funds under LSCA Title II should be given to those communities with populations of over 10,000. Smaller communities who contribute to the statewide pattern of service may receive funds, but should be encouraged to seek alternative solutions to building needs. Joint school-public library operation is one such possibility.

More than 80,000 square feet of added public library floor space is needed to bring the larger public libraries to the level of standards. In the next five years, every effort should be made to meet at least one-third of these needs.

Personnel

There are approximately 175 staff members employed in the legally constituted public libraries of New Mexico; over one-half of these are in three libraries--Albuquerque, Santa Fe, and Los Alamos. At present, only these three, plus Gallup, have more than one librarian with an M.L.S. degree.

The educational requirements for public library directors are stipulated in certification rules adopted by the State Library Commission. The rules do not, unfortunately, encourage educational efforts on the part of anyone except public library directors. Therefore, some two-thirds of the employees in the state's public libraries have received no more than on-the-job instruction. There has never been a planned, comprehensive approach to provide even the most elementary training for service to the public.

The lack of a graduate library school in New Mexico and the low level of salaries paid the trained graduate librarian in New Mexico make it unlikely that there will be any major increase in the number of graduate librarians in the public library field. The high cost of operating a graduate school and the low rate at which New Mexico can absorb graduates make such a school uneconomical. There is, therefore, a requirement to provide continuing education for in-state professionals. Two problems must be faced by the state--elementary service training and a program for developing and updating a limited number of graduate librarians in the public libraries. As similar problems exist in academic and school libraries, these solutions should be coordinated.

Resources for elementary library service training exist in the universities and colleges of the state which teach library science as an undergraduate curriculum. The state library has experimented with a basic correspondence course and has received favorable responses. While many staff members at lower levels are unable to attend university courses, some method must be devised for them to receive fundamental library education.

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3. 1970 Census of Population: Number of Inhabitants, Final Report PC (1)-A 33, New Mexico (Washington, D.C.: U.S. Bureau of the Census, 1971), pp. 14-15.

Since attainments of the service goals depend upon staff skills as much as on the collection and facilities they work with, positive efforts should be made to provide education at the Grade I level of certification to all full-time employees working in public libraries.

Community support

The support of the communities for their public libraries varies widely across the state. Frequently this support bears little relation to financial ability of the community to provide library services, but directly relates to the quality of service that may be expected. State aid regulations and consulting activities of the state library should be designed to encourage community involvement and understanding of the local library.

The state library, through its administration of federal LSCA funds to improve and extend public library services and the state appropriations for state grants-in-aid and regional library services, has a direct responsibility for general library services throughout the state. The following action courses are proposed:

1. The state library should encourage the establishment of integrated countywide library services in areas with rapidly expanding populations and increasingly greater demands for service. Under law, a county is authorized to contract with a city and/or the State Library Commission to provide countywide or regional services.

2. Upon establishment of such programs, the regional libraries should direct their efforts and resources toward intensifying services to the remaining areas. Shorter travel schedules and the release of time and equipment should make possible the development of supplementary services, the addition of audiovisual services, and scheduling of longer stops in appropriate communities.

3. The state library should attempt to identify those communities with the potential for developing public library services and provide services and encouragement for a limited demonstration of such a service.

4. Immediate efforts should be made to improve the collections of existing public libraries through the provision of increased state grants-in-aid.

5. A comprehensive plan to provide elementary library services training for public library staff should be prepared in conjunction with a program for the same purpose in the school library area.

6. The existing state plan for utilization of LSCA Title II money should be revised to encourage municipalities to apply for funds. Also intensified consultation services should negotiate possibilities for qualifying for Title II funds.

7. The state library services should emphasize trustee participation and active support of their library.

ACADEMIC LIBRARY SERVICES IN NEW MEXICO

Recent hearings conducted by the Legislative University Study Committee of New Mexico demonstrated conclusively that academic libraries do not have the resources to meet the major needs of their students. These hearings resulted in passage of House Bill 59, which places a $10,000,000 bond issue before the voters. This bond money would be used to improve the library collections of the academic libraries.

Actual administration of the academic libraries is the responsibility of the academic institutions and the New Mexico Board of Educational Finance. The state library, in its role of coordinating elements of a comprehensive library system, should work closely with the Board of Educational Finance to provide information which will allow the responsible institutions to develop programs of coordinated acquisition, library education, and interlibrary programs that will strengthen statewide library service. These libraries, because of their research elements, form a major strength for interlibrary materials exchanges. At the same time, they lack the rapid communications and technological applications which permit them to meet their own needs. System support of technological development should be a major concern of the state library and a major benefit to these libraries. Special efforts should be made to assure that participation in a statewide system will not be at the expense of services to students and faculty.

SCHOOL LIBRARIES IN NEW MEXICO

The quality of school libraries or media centers varies markedly from district to district and even within the same school system. The collections and facilities range from the non-existent to very good. Where full-time staff members are available, they may range from untrained volunteers to a graduate librarian with a master's degree.

The State Department of Education, with responsibility for state-level administration, encourages the development of strong central media collections in each school through the setting of standards. School districts are required to budget a minimum of $3.50 per capita for media center support, and Title II of the Elementary and Secondary Education Act has provided some $500,000 a year to local school districts for library materials. In many cases, this support has provided media center services meeting most student needs. In others, the limited number of students has not made this possible.

Major needs of school libraries include centralized professional assistance, staff training, and development of collections. A comprehensive program would be helpful to school libraries and media centers if training, acquisition, cataloging information, interlibrary loan and combined local planning services would include the school libraries.

In two areas, current services of the state library are in conflict with the standards and policies set by the State Department of Education. The free film services of the state library are heavily used by schools--over 90% of the bookings go to teachers--and a large part of the collections for children go to classrooms. Although the original need for these services continues to show up in the 1.75 million movie viewings each year and the large number of collections loaned through regional services, they tend to provide a free alternative to developing the central collections intended in Standards for School Media Programs. For all practical purposes, provision of this service on the present basis hinders the development of media services in public and regional libraries. Little or no audiovisual service is being provided to support the training efforts of state agencies.

The Arthur D. Little, Inc. survey recommended the establishment of a statewide media center providing a wide range of materials to be drawn on by all types of libraries. As long as national standards and school accreditation policies remain, there does not appear to be any likelihood of such a center being supported by the State Department of Education. A practical alternative course of action is needed. The state library will begin a series of carefully planned steps to lead in this direction:

1. Seek an alternative film service source for school libraries which can operate on a self-sustaining rental fee basis. The Eastern New Mexico University library provides such a service at present. The Albuquerque Public Schools Audiovisual Center is a second possibility if financial support for setting up facilities and establishing the program can be found. Present users of the state library service must be given sufficient advance planning time to incorporate the costs of this service in their local school district budget.

2. Redirect energies to establish audiovisual services in public libraries and support programs of state agencies. These efforts should have strong focus toward emerging community efforts to solve problems of social and personal adjustment.

3. Begin the development of a clearinghouse for locating needed audiovisual resources and encouraging exchange agreements paralleling the interlibrary loan of books. The feasibility of a statewide catalog of films should be investigated; and encouragement of local agreements between schools and public libraries in meeting collection and equipment needs of the community should be pursued jointly by the state library and the concerned institutions.

4. The state library and its regional operations should continue to lend collections to schools although limiting this lending to interlibrary loan or temporary assistance which is not a continuing source of operation of school facilities.

It is essential that these steps be undertaken deliberately and with full knowledge and understanding of the State Department of Education.

SPECIAL LIBRARIES IN NEW MEXICO

New Mexico has an abundance of special libraries with strong, highly specialized collections and well-qualified personnel. This very specialization provides a depth of resource for the state and the necessity for these special libraries to be heavy borrowers of materials outside their fields. A deep concern of the librarians for the community at large has resulted in liberal interlibrary loan rules. However, the purpose of material exchange privileges would be defeated if special libraries, even though generally well-supported, were expected to serve the general public to the detriment of immediate clientele.

OTHER INFORMATION SERVICES IN NEW MEXICO

A number of other information services are available in New Mexico. As a rule, these services are highly specialized, such as the Technology Application Center, the Bureau of Business Research, the TALON Medical Center Library--all at the University of New Mexico--the Educational Resources Information Clearinghouse for Rural Education and Small Schools, SWISL, the Indian Materials Clearinghouse at the Institute of American Indian Arts, the State Records and Archives Center, and the Cultural Resources Information Clearinghouse project at the state library.

Although the nature and pattern of these services vary widely, most, if not all, have problems of establishing and maintaining a constant renewal of contacts with the clientele they are designed to serve.

OPERATIONAL OBJECTIVES:

1. Establish a demonstration city-county library system by December 1974
2. Increase the availability of library services to rural areas by 25%
3. Identify and support, with special project grants, two or more community libraries that positively demonstrate the capacity to provide continuing library services at an acceptable level
4. Increase the number of library materials titles added annually to public library collections to 10,000, with a statewide plan for collaborative collection development
5. Develop training programs to keep librarians at all levels informed of technical and social developments relating to library service
6. Support construction projects to provide an additional 3[illegible],000 square feet of usable public library floor space conforming to established priorities.

CHAPTER III

SYSTEMS SUPPORT FOR TOTAL LIBRARY SERVICES TO THE STATE

GENERAL OBJECTIVE: A centrally coordinated program for exchange of interlibrary services that are not economical to support in individual libraries of the state.

It is not economical or otherwise practical for all libraries to have all the materials or information that may be requested of them. Neither is it economical or practical to expect all libraries to perform all supportive services necessary to maintain their operations if those services can be better performed from a centralized facility. As suggested in Chapter II, the tentative objective of having individual libraries meet 85% of the recognized needs of their clientele is unrealistic. But even if this objective were met, it means that all libraries in the state must refer to a central system to respond to 15% of received requests. This minimal figure could involve operations of a sizable magnitude.

The state library has provided the funding for cooperative programs through the interlibrary cooperation title of the Library Services and Construction Act. It provides reference and information support to libraries from its collection and staff. In addition, the collection and services which the state library provides for government agencies may be made available to other libraries in the state. Staff development programs have been conducted primarily with funds intended for development of public library services. These services help to overcome deficiencies of individual libraries noted in the preceding chapter. A major need is for an information retrieval and document relay system which provides libraries effective access to those materials and information requested irregularly. This system could provide assurance that materials are available within the state. Libraries, knowing that materials are accessible to meet occasional demands, are free to focus their efforts on meeting the regularly anticipated needs of their clientele. Such a system is complex to organize and operate. At the present time there are a number of segments of such a system operating with varying degrees of formal recognition, but no overall pattern has been devised to accomplish the stated objective.

The realities of the New Mexico situation dictate certain criteria for such a system. These include participation by a variety of libraries, structured so that costs are relative to the member library with heavy state support of central elements. Rapid communications devices and data processing equipment and techniques must be chosen for relatively low transaction levels, and installation of the system should be undertaken developmentally so that components can be tested, operated, and evaluated prior to completion of the entire system. Whenever possible, a system component should be designed for multiple application to reduce transaction cost. A major cost element will be the design and testing; already proven techniques should be adapted for New Mexico application when possible. Above all, each new component should have immediate practical application and build upon preceding elements. Flexibility of design, which allows a choice of approach on the part of individual libraries, should permit selection of procedures ranging from the simple to the highly complex, commensurate with the level of demand.

Maryann Duggan has described the development of a network in Texas, [1] and her experiences can be applied to development work in New Mexico. It is useful to assess the state of development of each of the thirteen components Miss Duggan found essential for a comprehensive statewide information retrieval and document relay system.

COMPONENTS OF AN INFORMATION SYSTEM

1. Organizational structure that provides for fiscal and legal responsibility, planning, and policy formulation. It must require commitment, operational agreement, and common purpose.

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1. Maryann Duggan, Final Report of a Library Inter-Network Study Demonstration Pilot Model (Dallas: Southern Methodist University, 1971).

Comment: The Coordinated Library Systems contains a chart showing organizational relationships within the state (see Appendix IV, p. 3). It also indicates fiscal and legal responsibilities, and shows where contractual agreements with participating libraries would be appropriate. The systems coordinator will work with an appointed task force in planning.

2. Collaborative development of resources, including provision for cooperative acquisition of rare and research material and for strengthening local resources for recurrently used material. The development of multi-media resources is essential.

   Comment: There have been almost no deliberate efforts toward collaborative development of resources that would serve a state system. Shortages of non-book media are critical; it may be necessary in the near future to rely on several multi-media collections rather than establish one center for the state.

3. Identification of nodes that provide for designation of role specialization as well as for geographic configuration.

   Comment: There is general verbal agreement underlying CLS which needs to be formalized.

4. Identification of primary patron groups and provision for assignment of responsibility for library service to all citizens within the network.

   Comment: The Coordinated Library Systems touches on "services to special groups" as does Chapter IV of this program. Identification occurs in the existing IN-WATS but needs refinement and formalization.

5. Identification of levels of service that provide for basic needs of patron groups as well as special needs and distribution of each service type among the nodes. There must be provision for "referral" as well as "relay" and for "document" as well as "information" transfer.

   Comment: Experience with the existing service indicates there will be demand for all levels of service. The state interlibrary loan code provides guidelines for existing services (see Appendix X).

6. Determination of legal right of access, providing fiscal, contractual, legal planning and policies.

7. Establishment of a bi-directional communication system that provides "conversational mode" format and is designed to carry the desired message/document load at each level of operation.

   Comment: The present IN-WATS with a qualified librarian as an attendant has elicited general favor. More complex communications equipment will require new and more stringent design. It is estimated that both written and voice grade communications will be required.

8. Common standard message codes that provide for understanding among the nodes on the network.

   Comment: This is contingent on selection of a communications system.

9. A central bibliographic record that provides for location of needed items within the network.

   Comment: Some catalogs and bibliographies are available now, e.g., The Southwestern Union List of Serials, the Austin (Texas) Public Library catalog (adult), and the Sandia Laboratories catalog. No general record has been started pending choice of manual, machine readable or a combination. It is recommended that the numerical record approach to listings of holdings as performed in Louisiana should be studied for its usefulness. It appears to offer advantages of inexpensive access to a Southwestern regional machine readable data base without incurring major programming costs.

10. Switching capability that provides for interfacing with other networks and determines the optimum communication path within the network.

    Comment: The basis for interface with the Rocky Mountain Bibliographic Center, MARC-O, and other resources in the Southwest exists, but system design is required before the exact nature is determined.

11. Selective criteria of network function, i.e., guidelines of what is to be placed on the network.

    Comment: Present operations make informal selection, but suitable criteria will be needed for more complex operations.

12. Evaluation criteria and procedures to provide feedback from users and operators and means for network evaluation and modification to meet specified operational utility.

    Comment: Little or nothing is available in this area. A technically proficient group is needed to oversee application of CIPP (Context, Input, Process, Product) and systems analysis (see Chapter V).

13. Training programs to provide instruction to users and operators of the systems, including instruction in policy and procedures.

    Comment: Training should not begin until the systems configuration is determined. It is generally recognized that training, at all levels, will be essential to make the network function properly.

ACTION STEPS

In developing the thirteen components listed above, the following action steps are considered necessary. Selection of these action steps is based on knowledge of most urgent needs and components that are imminently feasible and useful for purposes of planning and design.

1. Name a technical review task force to bring greater expertise to examination and review of all steps in the system. This task force would be an ad hoc subcommittee of the New Mexico Advisory Council on Libraries, composed of representatives of types of libraries with recognized expertise in the problems and state of the technical art for communications and information systems. Their recommendations would serve to advise the state librarian on priorities and courses of action to be pursued.

2. Offer libraries the opportunity to participate in a special project to test the value of the SLICE MARC-O Search and Print service. Subject to task force review, the project would offer libraries the opportunity to send the state library a list of cataloging "snags" for which information has not been located. The state library's Technical Services Division would key punch the information furnished and forward to MARC-O project. The recorded information would be searched against the machine readable records produced by the Library of Congress, and the results sent to the libraries. This 90-day study is designed to (a) assist libraries with a continuing problem, (b) measure the usefulness of the MARC-O data base, (c) provide the state with a non-random sample of titles which may show the level of difficulty to be encountered in use of MARC-O as a data base, (d) provide an experimental numerical record of all of the books located. This could also be a start for the central bibliographic record referred to in component 9, above.

3. Begin a data collection period in which the state library would collect transaction data on interlibrary lending within the state. Collection tools would be designed to (a) determine location and strengths of all potential specialized resources for lending within the state, (b) estimate "node coefficiency" data for each resource and library in the state, (c) rank nodes and attempt to assess likely overall volume of communications to be anticipated during development of the information system, (d) assemble data on lending policies of applicable agencies, and (e) collect other useful information. The results would be compiled in a report.

4. Study the feasibility of an immediate systems component designed to assist academic libraries in acquisitions and technical processing of the anticipated volume of work that would be caused by the passage of the major bond issue. This component would be expected to record information about the materials processed for a central machine-readable record of location. Information from the numerical record test would suggest the value of a numerical record approach to a central locator system.

5. Begin design of an overall system meeting the criteria stated for the information retrieval and document relay system.

6. Begin a listing of the audiovisual materials for the state and collect information concerning their general availability.

These steps provide realistic activities that can be taken with the limited funds available. They can serve as the base for planning solutions to the urgent problems of an increased workload for the academic libraries and for learning more about the state and the factors to be encountered.

CHAPTER IV

MOBILIZATION OF PERSONNEL AND RESOURCES TO DEVELOP NEW AND EXTENDED SERVICES FOR SPECIFIC CLIENTELE

GENERAL OBJECTIVE: Programs designed to meet the needs of at least six specific clientele groups with an evaluative mechanism to test and refine such programs for adaptation to The Coordinated Library Systems.

This five-year program is intended to improve conditions of the citizens of New Mexico, but the task remains of assessing the potential effect of these efforts on the lives of citizens. Six clientele groups have been selected for case studies to test the actual and potential usefulness of the overall program.

In the selection of clientele groups for testing impact and methods of providing library service to such diverse groups as unemployed, business, Indian, Spanish American, professional educators, and students, all were considered. Final selection of six major clientele groups was based on state and federal priorities and the legislative mandate of Public Law 91-600. The decision was made not to pinpoint certain categories. For example, to specify Indians as a group would limit programs from focusing on a broader need, the unemployed of all ethnic groups. While we are deeply concerned with the deplorable lack of library service available to both Indians and Spanish Americans, the hope is that programs might be designed to meet their needs and also benefit all other disadvantaged groups of the community. As another example, students as a clientele group were not selected because they are peripheral to the scope of Title I and also because students do presently have access to some type of library service.

Other categories considered--educators, professional people--were not selected as target groups because, although their needs will play a large role in the development of library coordination, it is apparent that these needs have a lower priority for New Mexico use of special programming funds under Title I.

Mary Lee Bundy, writing in the January 15, 1972 Library Journal, presents a very strong case against the "inhumane liberalism in which the profession has indulged far too long [which] allows the institution to maintain the importance of serving all comers equally and thus to treat as equally compelling a request from a suburban housewife wanting to plan flower decorations for a dinner party and the plight of a hungry child." Bundy's argument that the needy, the unemployed, require more information in order to escape the status quo is taken into consideration both in selecting target clientele and in implementation of program objectives.

The following target groups have, therefore, been selected to test impact of new and intensified methods of meeting user needs:

1. Unemployed and under-employed
2. Business and labor
3. Early childhood
4. Aging
5. Blind and physically handicapped
6. Institutionalized.

There are, of course, certain legal restrictions. Public Law 91-600 clearly states that "criteria should be designed to assure that priority will be given to programs or projects which serve urban and rural areas with high concentration of low-income families." The law further states that grants to states under this title may be used solely for planning "for (A) extending public library services to geographical areas and groups of persons without such services and improving such services in such areas and for such groups as may have inadequate public library services; and (B) establishing, expanding, and operating programs and projects to provide (i) state institutional library services, (ii) library services to the physically handicapped, and (iii) library services for the disadvantaged in urban and rural areas; and (C) strengthening metropolitan public libraries which serve as national or regional resource centers."

Project grants made possible by available LSCA Title I grants will be considered as a major means of stimulating concerned libraries to carry on experimental programs designed to exploit the potential of The Coordinated Library Systems. These grants will be administered and evaluated by the state library, using the criteria which are, of course, subject to change as the financial resources and priorities of the state of New Mexico may change. For initial phases of the Five-Year Program, the following criteria, in order of priority, will be used:

1. Urgency of need, relation to objectives, and priorities of the Five-Year Program
2. Clarity of problem/need as presented; evidence of local commitment
3. Measurability of project--what results are expected? how will these be evaluated? by whom?
4. Clear plan of action--what will occur? who will do what? time schedule? budget?
5. Evidence of community oriented inter-agency cooperation
6. Significance of project in terms of applicability in other locations in the state
7. Local management capacity--competency of personnel and adequacy of facilities
8. Legality according to federal, state, and local laws.

It must be clearly understood that, in accordance with the legal intent of Title I, grants and projects will be funded in most cases on the basis of their potential contribution to improved public library services, and each project must show evidence of a concerted inter-agency approach to the provision of service. Thus, federal, state, and local funds are not duplicated, and the project has potential for strengthening total community access to information. In certain circumstances, a school library providing public library services and meeting other criteria could be a Title I grant project participant.

UNEMPLOYED AND UNDER-EMPLOYED

Needs

New Mexico's employment grew at only 60% of the national level from 1960-1969. The state has the highest youth population ratio in the nation, and approximately 85% of the unemployed are under 44 years of age, with the larger percentage at the younger end of the scale. Of New Mexico's 32 counties, 10 are classified by the U.S. Department of Labor as having persistent unemployment: Sandoval, Rio Arriba, McKinley, San Miguel, Torrance, Colfax, Guadalupe, Socorro, Taos, and Mora. Veterans comprise 25% of the unemployed.

The state's non-white residents comprise approximately 10% of the population and 15% of the unemployed. The white Spanish-surname category contains 30% of the population and about 45% of the unemployed.[1]

A study entitled "Profiles of Income and Poverty in New Mexico" by James R. Nunns indicates that in 1967 there were 238,000 persons in the state living below the poverty level. This number represented 23.6% of the state's population and compares with a 13.3% rate for the nation. An additional 87,900 persons were found to be above the poverty level but below the low-income level (near poverty). Together, the poverty and near poverty families totaled 27.4% of all families in the state.[2]

The high rate of unemployment and under-employment is, of course attributable to lack of educational/vocational skills. New Mexico ranks thirty-fifth among the states with respect to proportion of children completing high school, although from 1965 to 1969 the percentage of high school graduates increased from 68% to 75%.[3]

1. James T. Thompson, Annual Manpower Planning Report (Albuquerque: Employment Security Commission of New Mexico, 1970), pp. 46-48.

2. Ibid., p. 58

3. Marchia Meeker, How New Mexico Stacks up on Education (Santa Fe: State Department of Education, 1970), p. 6.

Testifying before the State Constitutional Convention in 1969, Dr. Anne M. Smith blamed educational failures on middle class orientation of schools of education, school curricula, and textbooks. Dr. Smith stated that 8,539 Indians (of 72,788) have had no formal schooling, 3,175 have completed eighth grade, and 2,968 have finished high school.[4] The State Planning Office notes in a discussion of educational needs of the state that only 15.1% of Indian children, enrolled in high school, graduate; and that bilingual education, education recognizing the Indian's cultural background, and a cultural awareness program for teachers are needed. The report further states that "many of these recommendations are equally applicable to the Spanish-speaking child in the Anglo-American education setting."[5]

The above statistics would indicate that there are needs among the unemployed and under-employed in the state which are not being met through various state and local agencies.

Resources

It is not the role of the libraries of the state to take over functions of the Employment Security Commission, Vocational Division of ADE, etc. It is, however, important that libraries recognize their potential as a supportive agency for such programs which can go far beyond stocking up-to-date information on career information and job opportunities.

A specific example of the approach here is the cooperative ESC-Northern Regional Career Information Project. The employment office, seeking to expand its contacts to areas where no regional office exists, is working with the state library's bookmobile to serve as a channel of communication about available manpower, career and vocational information, and vacant positions. An early estimate indicates that a statewide program could result in an annual increase of 5,000 referrals to local employment offices and a significant number of placements each year. It can be assumed that most of the school, public, and academic libraries of the state do stock career/vocational materials. The Arthur D. Little, Inc. study, however, did not include this category in their survey of resources. No hard data as to the amounts or type of information and its dissemination to those who are in the job market is available; and projects to demonstrate the need for this kind of information are needed.

Objective: Proof that the local library, through provision and interpretation of career information to the unemployed, can be a direct link between the client and his vocational expectations.

Action Steps:

1. Expansion of current bookmobile-Employment Security Commission program to other regions/public libraries
2. Grants to local libraries for testing special projects
3. Specific projects conducted by the state library, for example, intern programs under Emergency Employment Act, AIMS/JOBS, etc.
4. Staff development (see below).

BUSINESS AND LABOR

Needs

This is not a disadvantaged group. It has, however, been selected because it is apparent that information and education for job seekers is worthless unless there is an approved economy in the state to accomodate new candidates for the job market.

An analysis by the Bureau of Business Research at the University of New Mexico indicates that 1971, "a year of sluggish economic growth for the nation"[6] was also sluggish in New Mexico except in construction and banking activity. Employment expanded but, at the same time, the civilian work force continued to expand more rapidly, thus aggravating the problems. In 1959, per capita income in Albuquerque was 5% above the national average, but ten years later it was 15% below the U. S. figure.[7]

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4. Quoted in The New Mexico Review and Legislative Journal, October, 1969, p. 12.

5. Preliminary Economic Development Plan for the State of New Mexico, Planning Report no.5 (Santa Fe: State Planning Office, 1969), p. 134.

"New business incorporations set an all-time record in 1971. With 11 months of data available, the number of new business incorporations appear to be up more than 30%. However the dollar value of liabilities associated with business failures during 1971 tempers the optimism. During the last ten years, roughly 75% of the increase in personal income in New Mexico has been in the form of wage and salary payments, other labor income, and proprietors income. Increased employment, particularly wage and salary employment, is crucial to the state's goal of a better standard of living for its people."[8]

Resources

Certainly business and also labor must have access to resources to provide the information that may be vital to survival. Some of New Mexico's urban libraries (notably the public libraries of Albuquerque and Alamogordo) have made intensive efforts to provide specialized, fast, and personalized service to business. It is not established that any libraries have made particular efforts to reach labor organizations. Yet, both of these groups are easily reached and receptive to an organization that used to be called labor's "free university;" and both groups are decision makers in the community.

Objective: Establishment of two model business and labor services in key urban areas of the state--such services to be accessible to other communities through interlibrary loan.

Action Steps:

1. Grants to public libraries submitting a plan, meeting project criteria for such services, and agreeing to supply information through the network
2. Strengthening of the state library's holdings in areas of business, labor, public administration, urban planning, etc. as backup to local library informational services
3. Public relations program directed towards labor organizations and business firms, alerting them to library resources
4. Staff development (see below).

EARLY CHILDHOOD

Needs

A pamphlet published by the New Mexico State Board of Education in 1971 points out that New Mexico has a very young population with the highest proportion of school-age children among the 50 states (31.7%). During the 1950's New Mexico had the highest birth rate among the states and it still ranks among the top three.[9]

The current concern with young children and their social/educational development has its origin in recent research findings on the growth and development of the child which indicate that an important foundation for intelligence and personality is laid during the first six years of life. Even the early months constitute a critical learning period for the child. Another relevant factor is the increasing number of women entering the American work force. Recent figures indicate that 60% of the mothers of children under the age of 14 work.[10]

New Mexico statistics cited previously relating to poverty and unemployment all apply directly or indirectly to the children of this state.

In August, 1971, the Health and Social Services Department recorded 5,085 children and family cases for that month. These figures do not include crippled children, adoptions, daycare and homemaker services, etc.[11] Statistics pertaining to levels of scholastic attainment, particularly among Indian and Spanish American children document the need for all agencies, especially libraries to provide the tools/programs to make "The Right to Read" a reality in this state.

6. New Mexico Business, January, 1972, p. 3.
7. Ibid., p. 4.
8. Ibid., p. 16.
9. Meeker, How New Mexico Stacks up on Education, p. 4.
10. E. Robert La Crosse, Early Childhood Education Directory (New York: Bowker, 1971), p. 7.
11. Monthly Statistical Report, (Santa Fe: Health and Social Services Department, August, 1971), p. 39..

The outstanding gap in preschool education in the state is the absence of any state-supported kindergarten system. There are, of course, numerous headstart and daycare programs supported almost entirely through federal programs. The problem encountered by New Mexico children in entering school is compounded by language and cultural differences and the pressure to conform to an "Anglo" culture at age six without exposure to basic skills (verbal, auditory, perceptual) acquired in any good preschool program.

Given the unevenness of established early childhood programs and the very real cultural differences experienced by all New Mexico children, it is all the more important to plan programs from the perspective of the family unit. "Our nation should invest its attention, energies, and resources to provide new programs . . . which avoid fragmenting the family but which enhance the quality of life of the family as a whole."[12]

Resources

The Arthur D. Little, Inc. report noted that special programs provided by public libraries of New Mexico "follow the national pattern in variety and depth when compared with other libraries with comparable populations to serve and with comparable operating budgets and space and staff limitations."[13] The program most frequently offered by public libraries is the traditional story-hour for children, and it is evident that all but the smallest of public libraries do attempt programs not only for children but also for parents and agency staffs concerned with the needs of children and youth.

Within the past three years, the number of trained children's librarians in the state has doubled. Albuquerque now has a coordinator of children's services as well as children's specialists in the six branch libraries. Several other libraries in the state also employ professionally-trained children's librarians. This group is seen as a potential core of strength in the development of training programs for para-professionals working with children in libraries.

At both state and local levels, our contacts with officials of Health and Social Services, Governor's Commission on Children, 4-C program, etc. provide focus for the library's supportive role to other agency programs.

Objective: A new approach to programming for children's services in New Mexico which would a) establish the public library as a major training/materials resource for agencies/individuals concerned with early childhood and b) institute the concept of family participation in and planning for library programming.

Action Steps:

1. Grants to public libraries submitting plans to test these new concepts

2. Staff development (see below).

AGING

Needs

In isolating needs and planning programs for the aging population, the following factors are relevant. Nationally the percentage of persons 65 and over with chronic health conditions or disabilities is much higher than for the general population, increasing sharply at age 75 when almost 90% are disabled in some manner. Eighty percent of the total population 65 and over are out of the labor force. It should also be noted that while rural residents must not be overlooked in comprehensive planning, older people, like all people, are predominantly urban dwellers.[14] A survey of 1970 census figures for New Mexico indicates very little deviation from the national norm.

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12. Report to the President: White House Conference on Children (Washington, D.C.: White House Conference on Children, 1970), p. 251.

13. New Mexico's Library Resources: Present Status and a Plan for the Future (Cambridge, Massachusetts: Arthur D. Little, Inc., 1970), p. 21.

14. Technical Guide for Community and State: White House Conference on Aging (Washington, D.C.: White House Conference on Aging, 1970), pp. 6-7.

It has already been established (see Early Childhood section) that New Mexico is a youthful state. However, library planners must also recognize that older adults constitute a significant and growing portion of the population (about 20%) and their needs must be met in establishing programming and budgetary priorities.

Of even greater importance in terms of our objectives, however, is the fact that many communities in New Mexico are attempting with some success to attract retirees to settle in this climate. Furthermore, Santa Fe was recently named as one of 300 communities in the United States chosen to take part in a special project on problems of senior citizens related to helping older persons remain in or return to their own homes or other places of residence. The project is a major follow-up to the White House Conference on Aging, and is a project of the steering committee of National Voluntary Organizations.

The aging are viewed as a potential economic asset by many communities of the state, and planning for library programming could well support this effort.

The study on library service to the disadvantaged concludes that the primary objectives for library programs for older people have been "keeping them in touch with life, encouraging them to become self-sustaining and contributing members of society."[15] This and other surveys indicate that most public library programs for the aging have been concerned with education,[16] usually of the practical variety relating to such matters as social security, health frauds, stretching the dollar. Christa Buswell, writing in Wilson Library Bulletin for January, 1971 points out that the most successful programs for senior citizens at the Brooklyn Public Library were of interest to the general populace, for example, current affairs, biography, music, psychology.[17] This point of view has been reinforced by the Wayne State University case studies for 1971 which indicate that specialized reading "preferences" may stem from life style, not age per se.[18] These studies further indicate that most public library programs have been concerned with home or institutional delivery of books, films, and lectures, and pinpointed certain needs such as personal contact (especially with homebound or institutionalized), training for para-professionals, grants to stimulate local libraries to initiate programs. The studies also revealed the need for "more sophisticated evaluation in terms of how effective the library's services are in meeting the serious needs of the users."[19]

Resources

Several libraries in the state provide limited services to the homebound and/or institutionalized. Santa Fe, Raton, and Albuquerque (Model Cities) all deliver books on a somewhat informal basis. There is no reason to believe that greater efforts cannot be expended in this area, as well as in special programming. The Governor's Commission on Aging in New Mexico is very active; a special program for the aging is conducted over KNME (Channel 5) by the chairman of the commission. Literally hundreds of other state and local agencies are concerned with these problems, and there is, in addition, the interest and momentum generated by the recent White House Conference. The human resource potential (trustees, volunteers, para-professionals) in serving the aging is almost untapped in this state.

Objective: Selection of two or three relevant communities to demonstrate the library's role in city/business planning for economic growth by (1) advising potential retirees of the therapeutic and informational value of libraries and by (2) utilizing existing resource personnel (trustees, agencies) as well as various funding sources for effective programming for the aging.

Action Steps: Consultant help from the state library in assisting local libraries to attain skills in mobilization of local personnel resources, community interest and support, and other available resources--local, state, and national.

15. Library Service to the Disadvantaged: A Study Based on Responses to Questionnaires from Public Libraries Serving Populations of over 15,000 (Chicago: American Library Association, 1969), p. 58.

16. Vainstein, Rose, "The Role of the Public Library in Education for the Aging," Adult Leadership, May, 1960.

17. Casey, Genevieve M., "Public Library Service to the Aging," American Libraries, October, 1971, p. 1003.

18. Ibid., p. 1004.

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The following clientele groups are included in this chapter because their needs are also specialized. Service to the blind and physically handicapped and to the institutionalized is an established and continuing responsibility of the state and local libraries. For this reason, services to these clientele are not considered demonstration for purposes of planning or funding.

BLIND AND PHYSICALLY HANDICAPPED

Needs

Of the one million New Mexicans, it is estimated that about 2.6 per thousand are blind. By 1977, New Mexico will have 8,816 blind according to population projections. No accurate figures are available for the economic plight of New Mexico's blind as a group, but the New Mexico Health and Social Services Department states that more blind are institutionalized and more blind are on welfare in proportion to the general population. More than 60% are below the federal poverty level, and it is estimated that about 40% need special lingual and motivational resources.

Library services to the blind and physically handicapped require specially designed equipment and the cost of producing materials is several times that of general reading matter. There is an acute lack of non-English materials (almost none in any of the Indian languages and only a handful in Spanish--the Library of Congress has about 150). Many Spanish American borrowers in New Mexico have "read" all that is available, and except for the periodicals Selectiones and Buen Hogar are literally without new titles. There is a similar shortage of practical materials relating to vocational needs.

Resources

The state library currently operates a regional library for the blind and physically handicapped as part of a program of the Library of Congress. Machines and materials for the program are furnished without charge by the Library of Congress. Postage for materials is free. A staff of four at the state library operates a mail-order service for talking books and the few cassette tapes that are available.

In addition to serving individual patrons by mail, the New Mexico Regional Library for Books for the Blind and Physically Handicapped also serves libraries of state institutions, state schools, Roswell Rehabilitation Center, and the Special Education Division of the New Mexico Department of Education. The librarian provides consultant services to individuals, state institutions, public libraries, and other agencies serving the blind and physically handicapped. Braille users are served from the multi-state service in Utah. Assistance in delivery and repair of machines is provided by the Telephone Pioneers--a volunteer group throughout the state with administrative offices in Albuquerque. The state library has made concerted efforts over the years to publicize the service, and the number of patrons has steadily grown.

Although the program essentially provides library service comparable to that of a general public library, the specialized nature of the operation and the costs of materials preclude a decentralized service. Local public libraries, however, serving as liaison with the headquarters staff.

Objectives: Increased percentage (ratio) of blind and physically handicapped patrons by at least 10% and development of a large (at least 500 titles) collection of local Spanish and Indian material on cassette.

Action Steps:

1. A study of the present Books for the Blind and Physically Handicapped operation and user needs conducted by the systems planner and, based on findings, reorganization of existing resources to:

a) Explore role of public libraries in providing greater accessibility for local patrons

b) Increase local and state support for BBPH services.

INSTITUTIONALIZED

Needs

Library services for the institutionalized are also of a general type although frequently more focused on the rehabilitative needs of a clientele with temporary limits on their mobility. Of the 3,500 estimated residents of state-supported institutions, a high percentage are of low socio-economic and educational status, and of disadvantaged ethnic groups who require lingual and incentive resources. In the sense that their problems are disabling, they can be termed handicapped. Institutional budgets are low, and thus development of resident libraries is slow.

Resources

The state library has provided consultant service and special project grants to institutions for the improvement of their libraries with federal funds provided under the Library Services and Construction Act.

State institutions presently being served by the program include:

Carrie Tingley Hospital (for crippled children)
Fort Bayard Medical Center (geriatric hospital and custodial)
Girls' Welfare Home (correctional)
New Mexico Boys' School (correctional)
Los Lunas Hospital and Training School (for retardates)
New Mexico School for the Deaf
New Mexico School for the Visually Handicapped
New Mexico State Hospital (hospital and custodial care for mental patients)
Penitentiary of New Mexico (correctional)
New Mexico Rehabilitation Center (physical rehabilitation)
Villa Solano Hospital (school for educable retardates)

The Arthur D. Little, Inc. survey noted that, although very few of the state's institutions employ a professional librarian, library services are obviously administered in a professional manner. Since 1969 there has been noticeable improvement in school library facilities among the institutions. The two juvenile correctional schools, the School for the Deaf, and the School for the Visually Handicapped have trained librarians and large collections of specialized materials (non-print media, realia, etc.) to meet the needs of their students; and the latter school has just opened a new library. A central library for the residents of the New Mexico State Penitentiary was established last fall.

Development of print and non-print collections in the institutions' libraries is a continuing endeavor. Additionally, strong emphasis is being given to relevant library-sponsored programming, supported by an LSCA grants program, and to encouragement of staff development through opportunities for attendance at professional meetings, correspondence courses, and workshops as they are available in the state, in order to exploit as fruitfully as possible the limited institutional libraries' resources that still prevail. All institutional libraries now have access to the library network through the state library's IN-WATS line, and a number use the TALON network for materials on subjects in the health sciences. The immense need for non-print media in all state institutions was emphasized in the Arthur D. Little, Inc. survey.

Objective: The realization of self-development, according to their capabilities, by an increased number of residents of state institutions, brought about with the help of (1) development of library collections and services and (2) increased public information, special institution programming, and liaison with public libraries to help bridge the gap between the institutionalized and his community.

Action Steps:

1. Staff development opportunities provided for institutional library staffs in varied subject areas but incorporating principles of management by objectives and the CIPP model of evaluation

2. Effective independent grants management for resident libraries

3. Grants to institutions to test improved resident services and public and institutional cooperative projects showing promise in "bridging the gap" from institutional to community life

4. Backup collection at state library; increased use of IN-WATS, TALON and other network resources to meet specialized needs of the institutionalized.

STAFF DEVELOPMENT

A major aspect of the state library's staff development program will be the provision of training opportunities relating to the improvement of services to special clientele groups.

Objective: Staff development projects incorporating principles of "management by objectives" and providing opportunities for local librarians to exercise leadership roles in planning/conducting staff development sessions.

Improvement of services to specific clientele groups may include the following action steps:

Unemployed and Under-employed

1. Staff development programs for librarians developing career informational services to include:

   a) workshops conducted by Employment Security Commission/other agencies

   b) on-site visits to libraries conducting such programs and to ESC offices/other agencies

   c) courses/institutes to develop sociological awareness and sensitivity for librarians working with young adults and in outreach programming.

Business and Labor

1. Workshops/other institutes relating to informational needs of business and labor.

Early Childhood

1. Workshops/institutes for librarians (including administrators at the introductory level) to explore new methods of involving families in library programming

2. Train-the-trainer workshops for librarians who will in turn train daycare and other preschool staffs in such skills as:

   a) how to select, order, and evaluate books, records, filmstrips

   b) how to use these materials effectively in story-telling, reading aloud, and creative dramatics

3. Workshops for instructing Headstart, Home Start, Daycare staffs (for Indian reservations, migrants, etc.) in use of library resources. To the degree practicable such programs will utilize local children's librarians to provide staff development opportunities.

Aging

1. Staff development/workshops related to improved services to this clientele group. Such programs will be planned in cooperation with, or supportive of, other concerned agencies on the state and local level.

Blind and Physically Handicapped

1. Staff development in this area will center around programs designed to further involve local public librarians in improvement of services to this clientele group.

Institutionalized

1. Currently, institutional librarians are encouraged to participate in all staff development programs (Loyola, NMLA, TALON workshops) through special grants. Continuing effort will be made to integrate institutional library staffs in all staff development activities.

CHAPTER V

EVALUATION OF STATEWIDE LIBRARY ACTIVITIES

GENERAL OBJECTIVE: Development of operations research techniques to implement measured improvement of library services throughout the state.

NATIONAL EVALUATION EFFORTS

National efforts to evaluate libraries and library services have been of limited value in statewide decision making in New Mexico The traditional efforts have focused on the development of standards. Without exception, library standards are estimates of the resources that librarians believe to be essential for "minimum" library service. These standards, like those in medicine and law, have been used to place a price tag or minimum educational level on library services. These standards work well when the general public is in agreement with the expert's view of the value of his services. However, Libraries at Large[1] and other studies indicate that a considerable difference of opinion exists about these values.

A current study funded under the auspices of the American Library Association shows great promise of providing valuable information about the nature of existing library operations. The slight information available, however, indicates that this study seeks to provide a more valid empirical base for establishment of standards without tackling the problem of differing value judgments concerning outputs.

Several recent studies have attempted to develop a cost-benefit model for libraries. As valuable as the information has been, the results of most of these studies have only limited application to circumstances in New Mexico.

An assessment of the national attempts to evaluate library services indicates three problem areas that have not been resolved.

1. There is no widespread agreement on what library objectives are or should be. A major conclusion of the recent ALA goals study of the public library[2] indicated that not only do these objectives not exist, they can only be developed when libraries at the community level have learned how to develop objectives. Although libraries tied to education or business institutions have functions related to institutional objectives, there are few, if any, cases of published statements of objectives for these institutions. It can be assumed that a problem of defining objectives will exist for systems which involve a mixture of types of libraries.

2. Every study reviewed here approaches the problem of evaluation as an absolute "to prove." This macroeconomic approach which attempts to justify the existence of library service fails to account for the variety of personal decisions which substitute for objectives. The objective of this chapter is written to avoid this basic issue. There will be no "right" or "wrong" decisions except as judged for a community or situation.

3. The studies reviewed showed heavy biases toward one of two poles. Either the assumptions were those of expert librarians applying heavily localized experience in an unquantified manner or the design of the experimental study was so restrictive as to have little practical value in decision making. Only the ALA study promises to attempt to bridge this gap. None of the preceding studies overcomes both "The Problem of the Research Model"[3] and the need for increased precision in the information available for decision makers.

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1. Douglas M. Knight and E. Shepley Nourse, eds., Libraries at Large (New York: R.R. Bowker Company, 1969).

2. Allie Beth Martin, Strategy for Public Library Change: Proposed Public Library Goals - Feasibility Study (Chicago: American Library Association, 1972).

3. Phi Delta Kappa. National Study Committee on Evaluation, Educational Evaluation and Decision Making (Itasca, Illinois: F.E. Peacock Publishers, 1971), p. 140.

Cost of Evaluation

There is no question that the application of a formal evaluation process can result in large increases in operating costs. American industry is full of examples which show that product testing can cost as much as a final product. New Mexico does not have the resources to dedicate large one-time efforts to product design and testing separately from the provision of library service. Yet, evaluation is needed and indeed occurs with every decision that is made. The approach to evaluation in this chapter proposes that only statewide efforts be funded as recognizable entities. A heuristic approach at all other levels would be developed in such a way that evaluation costs become an inherent part of each functional area of concern. Long-range development would allow substitution of some new evaluation instruments for some of the prevailing measures. For example, statistical sampling would improve the value and reduce the cost of a wide-spread practice of counting the cards to measure circulation. It is not intended to suggest that additional costs will not be incurred in a comprehensive evaluation program, only that phasing of such a program would permit absorption of these costs without major disruptions of operating budgets.

Heuristic Development of Evaluation Techniques

The field of economics serves as an example of the value of the developmental approach to practice. Even though nearly all areas of economics have some relation to a monetary base, the challenge to find an economic theory based on absolute measures is difficult. National budgetary decisions are made on the basis of changes in relative indicators involving a few hundred samples. Economics have developed theories with considerable public confidence through the heuristic approach of its theoreticians and the continued study and refinement of theories. Librarians can also develop a similarly reliable set of evaluative techniques. While much emphasis has previously been used to compare libraries with standards, new emphases should employ comparisons with performance at a given time. This approach emphasizes the value of improvement rather than comparison with an ideal. The techniques of operations research applied to library evaluation may provide some startling discoveries in this field.

EVALUATION IN NEW MEXICO

The survey of New Mexico Libraries by Arthur D. Little, Inc. and the proposal for coordinated library systems represent forms of statewide evaluation of libraries. These two approaches are based on widely accepted judgments that represent the combined experience of the librarians involved. These judgments are extremely useful even though some disagreement is found; differing conclusions do not negate the basic ideas, but reflect the differing experiences of the experts. While those experiences are not to be discounted, the judgments lack the quantification which permits decision makers to compare the values of alternatives representing major expenditures of time and money across the state. The expertise needed for such comparative measurement of alternatives is yet to be developed in New Mexico's library field.

Role of the State Library in Evaluation

A mandate for evaluating statewide library programs is established both in law and in the minds of librarians. The Coordinated Library Systems of New Mexico sets forth the roles of "review and support units" and includes evaluation as functions of the State Library Commission, the New Mexico Advisory Council on Libraries, and the professional associations of the state (see Appendix IV, pp. 7-8). In addition, the law creating the state library directs the state librarian to "obtain each year, from all libraries in the state, reports showing the conditions, growth and development, together with such other facts and statistics regarding them as is of public interest" (see Appendix I, 4-11-3.1-E).

By implication, the purpose of this evaluation is to accomplish the CLS goal "to promote the educational, economic, and social development of all New Mexicans" (see Appendix IV, p. 6).

None of the existing techniques of evaluation in the field of librarianship offers a clearly superior methodology of measurement. Examination of the problems of existing methods suggests courses of action designed to lead to the accomplishment of the objectives of this program.

1. It is imperative that clearly defined objectives be developed at all levels of library service in the state. It is immediately apparent that the state library, in its coordinating role, should structure all related developmental activities to enhance this development.

2. Any program for evaluation must assure the continued refinement and application of quantified judgments by decision makers at all levels.

3. Development of a statewide program of evaluation requires a central agency charged with the responsibility of encouraging individual evaluation efforts, collecting and analyzing data, interpreting data, and providing comparative information to decision makers at all levels. By implication, a communications systems providing feedback is required.

A Program for Action

First priority should be for the state library to structure its developmental activities to channel statewide efforts toward effective application of the CIPP (Context, Input, Process, Product) evaluation model throughout the libraries of the state.

Suggested steps include:

1. Define roles for an internal evaluation program

2. Incorporate the teaching of "management by objectives" in all staff development activities

3. Require specific objectives and application of the CIPP evaluation model as a prerequisite for participation in grant or service projects

4. Disseminate the results of applications of the CIPP model and all related efforts so that decision makers can make cumulative and comparative judgments

5. Provide technical assistance in the refinement of methods of quantification applied in evaluation of library activities

6. Structure the state library as an example of correct application of evaluation methodology.

Selection of an Evaluation Model

The Phi Delta Kappa study on evaluation postulates that "a choice between objects or between constructs as possible alternatives cannot be made unless some touchstone or model exists in the mind of the decision maker."[3] Their CIPP is the only readily available model that incorporates the requirements of the three suggested courses of action.

The CIPP model requirements for validating objectives and monitoring processes is of particular importance. In a state where few of the decision makers have the required technical skills for conducting a highly quantified program of evaluation, it is essential that a model allow efforts to begin at the current state of the art but encourage the development of these skills as the program develops. At the proper time, should the CIPP model prove inadequate, the process of discovery will have developed the understanding required to recognize the inadequacies and take corrective action.

An overall model of the evaluation of statewide library programs follows. This grid reveals a number of technical developments that must be undertaken, assigns roles to evaluators in various aspects of the program, and suggests an overview of the program which makes overall assessment feasible--even if somewhat judgmental.

At least two new roles are assigned in this grid. The New Mexico Advisory Council on Libraries is seen as the primary arm of the State Library Commission in the evaluation and revision process. In performing this function, the council is expected to find it necessary to direct specific evaluation studies which would take an in-depth look at areas they feel unclear. These studies, with the data accumulated by operators and participants, would form the basis for an annual review and revision of the Five-Year Program.

The basis for evaluation is the furnishing of information to decision makers. This grid recognizes the unmet need to furnish the types of evaluation results available to librarians and the general public, and includes the concept of publishing these statewide results as a function of the state library. Participants are also given responsibility for making available their findings to appropriate audiences.

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3. Ibid., p. 110.

ARTICLE 11

STATE LIBRARY COMMISSION

Section 4-11-1. State library commission created.
4-11-2. Creation of state library.
4-11-3. Duties and functions of commission.
4-11-3.1. Duties and functions of the state librarian.
4-11-4. State library administrative agency.
4-11-5. Organization, officers, expenses of commission.
4-11-6. Construction of provisions of act.
4-11-7. Librarians—Certification.
4-11-8. Types of certificates.
4-11-8.1. Permanent professional certificate.
4-11-8.2. Grade I certificate.
4-11-8.3. Grade II certificate.
4-11-8.4. Temporary certificates.
4-11-9. Applications—Who may apply.
4-11-10. Certificates required.
4-11-11. Fees.
4-11-12. Repealed.
4-11-13. Libraries receiving public funds, compliance required.
4-11-14. List of certified librarians.

4-11-1. State library commission created.—There is created a "New Mexico state library commission," composed of five [5] members, which shall have its headquarters at the state capitol. Four [4] members of the commission shall be appointed by the governor from among resident citizens of the state interested in and informed with regard to library conditions, the appointees in so far as practicable to represent different sections of the state. Two [2] of the members shall be originally appointed for a term of two [2] years; one [1] member shall be originally appointed for a term of four [4] years; and one [1] member shall be originally appointed for a term of six [6] years. After the expiration of the original appointments, all appointments shall be for terms of six [6] years. The chairman of the state board of education shall serve as a fifth member of the commission. At least one [1] member of the commission shall be a professionally trained librarian. Members of the commission shall receive fifteen dollars ($15.00) per diem while engaged in the performance of their official duties for the commission. Members shall also receive reimbursement for travel expenses at the rate of eight cents ($.08) a mile for attending meetings or traveling in connection with his duties. Upon the passage, approval and effective date of this amendatory act, the legally constituted New Mexico state library commission shall become the New Mexico state library commission provided for in this act, and the members of the commission shall continue to serve for the remainder of the term for which they are legally appointed.

History: Laws 1941, ch. 129, § 1; 1941 Comp., § 3-801; Laws 1961, ch. 126, § 1.

Compiler's Note.

Chapter 126 of Laws 1961 carried no effective date.

Titles of Acts.

An act providing for the establishment of a New Mexico state library commission, providing for appointment of members thereof, defining its duties and powers, repealing sections 202, 203, 204 and 205 of chapter 133, New Mexico Statutes Annotated, 1929 Compilation, and chapter 180 of the Session Laws of 1939, also repealing portions of sections 2, 3, 8 and 9 and subsection (2) of sections 4 and 5 of chapter 162 of the New Mexico Session Laws of 1939 that

are in conflict herewith, amending section 201 of chapter 133, New Mexico Statutes Annotated, 1929 Compilation.—Laws 1941, ch. 129.

An act creating a state library; providing for its organization, management, control and function; amending sections 4-11-1, 4-11-2, 4-11-4 through 4-11-6, 73-6-32 through 73-6-35 and section 73-6-37 New Mexico Statutes Annotated, 1953 Compilation (being Laws 1941, chapter 129, section 1, Laws 1929, chapter 199, section 1, Laws 1941, chapter 129, section 3 through 5, Laws 1939, chapter 162, sections 2 through 5 and section 9, as amended); repealing section 4-11-3 New Mexico Statutes Annotated, 1953 Compilation (being Laws 1941, chapter 129, section 2); and enacting new sections 4-11-3 and 4-11-3.1 New Mexico Statutes Annotated, 1953 Compilation.—Laws 1961, ch. 126.

Amendment.

The 1961 amendment substituted the last four sentences of the section for a former last sentence which read: "Members of the commission shall serve without compensation or salary, except that they be paid their actual and necessary expenses incurred in conducting the affairs of such commission" and made minor changes in phraseology.

Collateral References.

States⇨88.
81 C. J. S. States § 105.

4-11-2. Creation of state library.—A state library with headquarters at the state capitol is created. The property of and appropriations made to the library commission for the purposes of the state library extension service are transferred to the newly created state library as of midnight June 30, 1961.

History: Laws 1929, ch. 199, § 1; C. S. 1929, § 133-201; Laws 1941, ch. 129, § 6; 1941 Comp., § 3-802; Laws 1961, ch. 126, § 2.

Compiler's Note.

This section was only a part of section 6, ch. 129, Laws 1941. The first part of the section was a repealing clause which read: "Sections 202, 203, 204 and 205 of chapter 133, New Mexico Statutes Annotated, 1929 Compilation, chapter 180 of the New Mexico Session Laws of 1939, and those portions of sections 2, 3, 8 and 9 and subsection (2) of sections 4 and 5 of chapter 162 of the New Mexico Session Laws of 1939 in conflict herewith, are hereby repealed. Section 133-201, New Mexico Statutes Annotated, 1929 Compilation, is hereby amended to read as follows."

Title of Act.

An act providing for a state library extension service, and providing for the appointment of a director of such service, and prescribing his duties.—Laws 1929, ch. 199.

Amendments.

As enacted, this section read: "There is hereby created a state library extension service for New Mexico with headquarters at the Museum of New Mexico at Santa Fe. The board of regents of the state museum of New Mexico shall appoint a director of the state library extension service who shall have professional training and experience."

The 1941 amendment substituted "state capitol" for "Museum of New Mexico at Santa Fe" at the end of the former first sentence and deleted the former second sentence.

The 1961 amendment substituted the present first sentence for the former first sentence as amended in 1941 and added the present second, or last, sentence.

4-11-3. Duties and functions of commission.—The New Mexico state library commission shall:

A. Appoint a state librarian, who shall also serve as executive secretary of the commission;

B. Establish policies for the government of the state library;

C. Approve the budget of the state library;

D. Administer grants-in-aid and encourage local library service and generally promote an effective state-wide library system;

E. Develop a high-quality personnel in the libraries of the state through encouragement of professional training, co-ordination of train-

ing among the library training agencies of the state, and by co-operating with local library agencies in administration of standards of service and certification of librarians;

F. Improve working conditions through encouragement of adequate salaries, retirement annuities and establishment of satisfactory schemes for appointment, placement, promotion and tenure of qualified librarians;

G. Enter into contracts relating to library services with other agencies; and

H. Report annually to the governor.

History: C. 1953, § 4-11-3 enacted by Laws 1961, ch. 126, § 3.

Compiler's Note.

Laws 1961, ch. 126, § 3 repealed old section 4-11-3 (Laws 1941, ch. 129, § 2; 1941 Comp., § 3-803) and enacted a new section 4-11-3.

Opinions of Attorney General.

1963-64, No. 64-51.

Collateral References.

Right of exclusion from or discrimination against patrons of library. 64 A. L. R. 304.

4-11-3.1. Duties and functions of the state librarian.—The chief duties of the state librarian, subject to the direction of and under the supervision of the state library commission, are to:

A. Administer the state library;

B. Submit the annual report to the state library commission;

C. Make studies and surveys of public library needs;

D. Supply advice and information to existing libraries and aid in the establishment of new libraries;

E. Obtain each year, from all libraries in the state, reports showing the conditions, growth and development, together with such other facts and statistics regarding them as is of public interest. This information shall be incorporated in the annual report to the commission;

F. Co-operate with other educational services and governmental agencies of the state, and with library agencies of other states, and with national library agencies;

G. Prepare the budget for the state library; and

H. Administer the library extension service.

History: C. 1953, § 4-11-3.1 enacted by Laws 1961, ch. 126, § 4.

4-11-4. State library administrative agency.—The New Mexico state library is designated a state library administrative agency and the commission is empowered to accept gifts or grants of any nature from federal, state, county, local or private agencies for the purpose of carrying on its work. Any grant of money so received shall be deposited in the state treasury to the credit of the New Mexico state library, and shall be used only for the purpose for which it is given or granted.

History: Laws 1941, ch. 129, § 3; 1941 Comp., § 3-804; Laws 1961, ch. 126, § 5.

Amendment.

The 1961 amendment omitted "commission" following "state library" in the first and second sentences, and made minor change in phraseology.

4-11-5. Organization, officers, expenses of commission.—The commission shall organize by electing a chairman and a vice-chairman from its membership. The commission shall hold title as trustees to all books, furniture, supplies and other library equipment which has been, or which may be, acquired by gift by the state library or which has been purchased, or may be purchased, from funds appropriated for, or credited to, the use of the state library. All payments from funds which are or may be appropriated or credited to the use of the New Mexico state library shall be on warrants authorized to be drawn by such officer or officers of the commission as shall be designated by the commission for that purpose.

History: Laws 1941, ch. 129, § 4; 1941 Comp., § 3-805; Laws 1961, ch. 126, § 6.

Amendment.

The 1961 amendment rewrote this section. Prior to the 1961 amendment it read: "The commission shall organize by electing a chairman and a vice-chairman from its own membership. The director of the state library extension service shall serve as executive secretary of the commission. Said commission shall hold title as trustees to all books, furniture, supplies and other library equipment which has heretofore been, or which may hereafter be, acquired by gift by the state library extension service, or which has been purchased, or may hereafter be purchased, from funds appropriated for, or credited to, the use of said state library extension service. The commission shall order and purchase all books, furniture, supplies and other library equipment for said state library extension service and shall have full and complete management of all the financial affairs of said state library extension service. All payments from funds which are now or may hereafter be appropriated or credited to the use of the New Mexico state library commission and to the state library extension service, shall be on warrants authorized to be drawn by such officer or officers of the commission as shall be designated by the commission for that purpose."

4-11-6. Construction of provisions of act.—The provisions of this act shall not divest any state, county, municipal or other governing board or agency of its control and supervision of any library under its jurisdiction, except as the provisions of this act apply to the control and management of the state library. Specifically, nothing herein is intended to alter or amend the provisions of sections 4-10-1 through 4-10-20 New Mexico Statutes Annotated, 1953 Compilation.

History: Laws 1941, ch. 129, § 5; 1941 Comp., § 3-806; Laws 1961, ch. 126, § 7.

Amendment.

The 1961 amendment rewrote this section. Prior to the 1961 amendment it read: "The provisions of this act are not intended, and shall not be construed as divesting any state, county, municipal or other governing board or agency of its control and supervision of any library or libraries under its jurisdiction, except as the provisions of this act apply to the control and management of the state library extension service."

Opinions of Attorney General.

1963-64, No. 64-51.

4-11-7. Librarians—Certification.—The state library commission is hereby authorized to issue certificates to librarians. It shall have authority to prescribe and hold examinations, or require submission of credentials to establish the qualifications of those seeking certificates as librarians, and to issue certificates of librarianship to qualified persons, in accordance with such reasonable rules and regulations as it may provide.

History: Laws 1947, ch. 91, § 1; 1941 Comp. Supp., § 3-807.

Title of Act.

An act providing for the certification of librarians.—Laws 1947, ch. 91.

4-11-8. Types of certificates.—The types of certificates issued by the state library commission shall be:

A. Permanent professional librarian;

B. Grade I librarian;

C. Grade II librarian; and

D. Temporary librarian.

History: C. 1953, § 4-11-8 enacted by Laws 1963, ch. 283, § 1.

Compiler's Note.

Laws 1963, ch. 283, § 1 repealed old section 4-11-8 (Laws 1947, ch. 91, § 2; 1941 Comp. Supp., § 3-808), and enacted a new section 4-11-8.

Title of Act.

An act relating to libraries; providing certification of chief librarians of certain libraries; repealing sections 4-11-8 and 4-11-10 through 4-11-12 New Mexico Statutes Annotated, 1953 Compilation (being Laws 1947, chapter 91, section 2 and 5 through 7); and enacting new sections 4-11-8 through 4-11-8.4, 4-11-10 and 4-11-11 New Mexico Statutes Annotated, 1953 Compilation.—Laws 1963, ch. 283.

4-11-8.1. Permanent professional certificate.—A permanent professional librarian's certificate shall be issued without examination to an applicant, otherwise qualified under the rules and regulations of the state library commission, who is a graduate of a library school accredited by the American Library Association.

History: C. 1953, § 4-11-8.1 enacted by Laws 1963, ch. 283, § 2.

4-11-8.2. Grade I certificate.—A. A grade I librarian's certificate shall be issued to an applicant without examination when:

(1) The applicant meets the minimum educational requirements established by the rules and regulations of the state library commission, which shall require completion of a minimum number of years of undergraduate work plus a minimum number of semester hours of library science courses in an institution accredited by its state department of education or a regional accrediting agency; and

(2) The applicant demonstrates ability to perform the duties of a grade I librarian ably and efficiently.

B. A grade I librarian's certificate shall be issued by examination to an applicant who lacks the minimum educational requirements for a grade I certificate, and who:

(1) Demonstrates ability to perform the duties of a grade I librarian ably and efficiently; and

(2) Successfully passes the examination given by the state library commission for a grade I certificate.

History: C. 1953, § 4-11-8.2 enacted by Laws 1963, ch. 283, § 3.

4-11-8.3. Grade II certificate.—A. A grade II librarian's certificate shall be granted to an applicant without examination when the applicant is a graduate of a college or university accredited by its state department of education or a regional accrediting agency, and has a major in library science or has completed a minimum of twenty-one [21] semester hours of library science courses beyond the requirements of a grade I certificate.

B. A grade II librarian's certificate shall be granted by examination to an applicant who lacks the educational requirements for a grade II certificate, and who:

(1) Demonstrates ability to perform the duties of a grade II librarian ably and efficiently; and

(2) Successfully passes the examination given by the state library commission for a grade II certificate.

History: C. 1953, § 4-11-8.3 enacted by Laws 1963, ch. 283, § 4.

4-11-8.4. Temporary certificates.—A. The state library commission shall issue a temporary certificate without examination to an applicant who is unqualified for any other type of librarian certificate when the commission receives written recommendation for the issuance of a temporary certificate for the applicant from the library board or governing body concerned which states that no qualified applicant is available for the position.

B. Temporary librarian's certificates shall be issued for all grades and are valid only for one [1] year, but may be renewed or extended for one-year periods upon written recommendation from the library board or governing body concerned stating that no qualified applicant is available for the position.

History: C. 1953, § 4-11-8.4 enacted by Laws 1963, ch. 283, § 5.

4-11-9. Applications—Who may apply.—Any person who is actively engaged in, or who expects to engage actively in library service may apply for a certificate, either with or without examination, and if found competent and qualified shall be granted the certificate so applied for, in the manner and upon the payment of the fees provided for in this act [4-11-7, 4-11-9, 4-11-13, 4-11-14].

History: Laws 1947, ch. 91, § 4; 1941 Comp. Supp., § 3-809.

4-11-10. Certificates required.—A. A permanent professional librarian's certificate is required for the chief librarian of any library:

(1) Supported in whole or in part by public funds, and serving a municipality or other political subdivision having a population in excess of fifteen thousand [15,000] persons as shown by the last federal decennial census; or

(2) Of any state agency or state supported institution.

B. A grade I librarian's certificate is required for the chief librarian of any library, supported in whole or in part by public funds, serving a municipality or other political subdivision having a population of at least three thousand [3,000], but not more than ten thousand [10,000] persons, as shown by the last federal decennial census.

C. A grade II librarian's certificate is required for the chief librarian of any library, supported in whole or in part by public funds, serving a municipality or other political subdivision having a population of at least

ten thousand and one [10,001], but not more than fifteen thousand [15,000] persons, as shown by the last federal decennial census.

D. The provisions of this section do not apply to libraries of public schools or county law libraries.

History: C. 1953, § 4-11-10 enacted by Laws 1963, ch. 283, § 6.

Compiler's Note.

Laws 1963, ch. 283, § 6 repealed old section 4-11-10 (Laws 1947, ch. 91, § 5; 1941 Comp. Supp., § 3-810) and enacted a new section 4-11-10.

4-11-11. Fees.—A. The fee for any certificate provided for in section 4-11-8 New Mexico Statutes Annotated, 1953 Compilation may be prescribed by the state library commission, but the minimum fee for a certificate issued without examination shall be five dollars ($5.00) and the minimum fee for a certificate issued by examination shall be ten dollars ($10.00).

B. All fee money shall be deposited by the commission with the state treasurer and shall constitute a separate revolving fund used to defray expenses incurred in the certification of librarians and no part thereof shall revert to the general fund at the end of any fiscal year.

History: C. 1953, § 4-11-11 enacted by Laws 1963, ch. 283, § 7.

Compiler's Note.

Laws 1963, ch. 283, § 7 repealed old section 4-11-11 (Laws 1947, ch. 91, § 6; 1941 Comp. Supp., § 3-811) and enacted a new section 4-11-11.

Repealing Clause.

Section 8, ch. 283, Laws 1963 repealed 4-11-12.

Saving Clause.

Section 9, ch. 283, Laws 1963 read: "Persons holding a librarian's certificate issued prior to January 1, 1964 by the state library commission and valid upon the effective date of this act shall be certified and issued a new certificate corresponding to the appropriate classification set forth in section 4-11-8 New Mexico Statutes Annotated, 1953 Compilation."

Effective Date.

Section 10 of ch. 283, Laws 1963 read: "The effective date of this act shall be January 1, 1964."

4-11-12. Repealed.

Repeal.

This section (Laws 1947, ch. 91, § 7; 1941 Comp. Supp., § 3-812), requiring employment of professional librarian as chief librarian of library having a total annual appropriation of over $5,000, was repealed by Laws 1963, ch. 283, § 8.

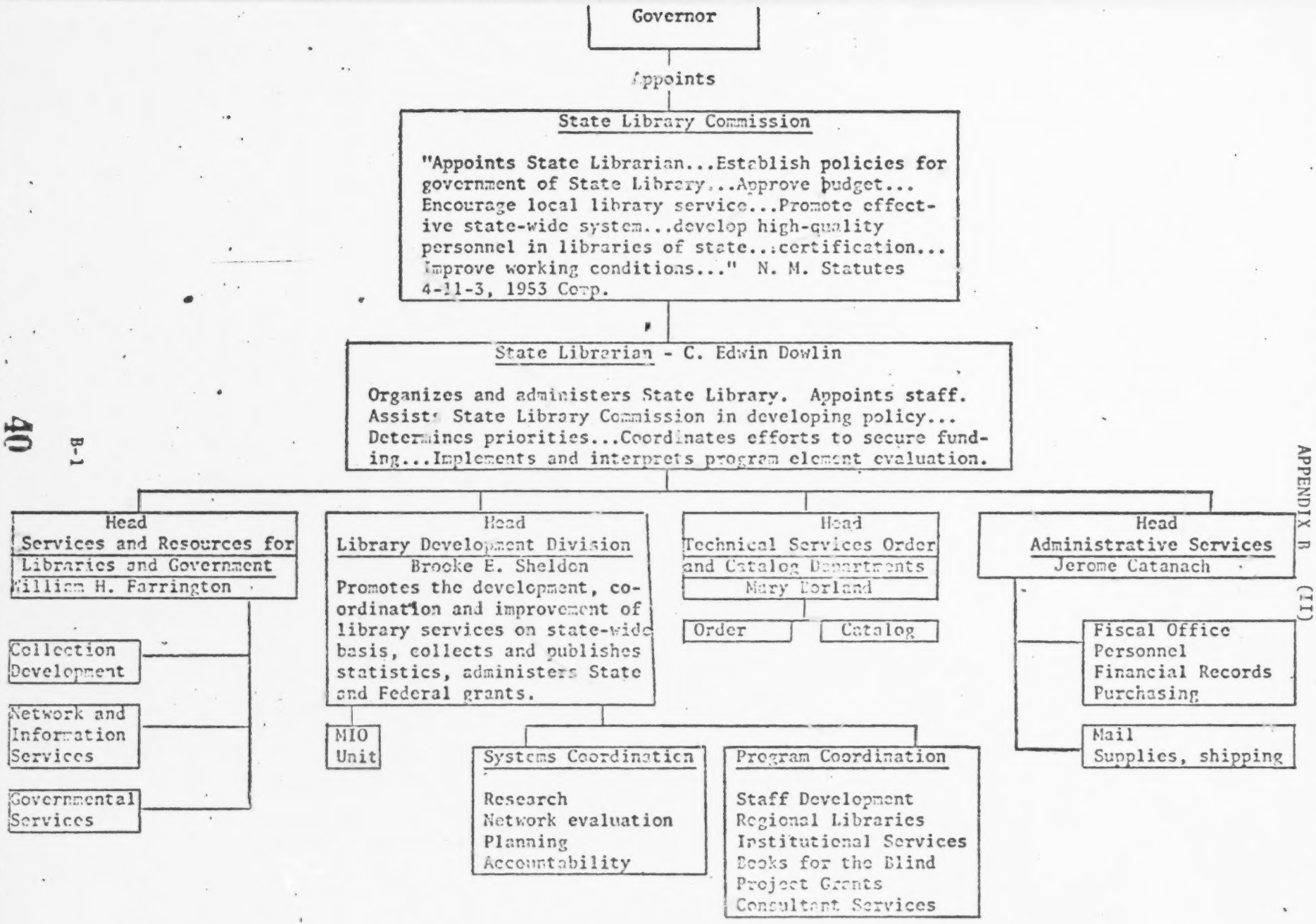
4-11-13. Libraries receiving public funds, compliance required.—No public funds shall be paid to any library failing to comply with the provisions of this act [4-11-7, 4-11-9, 4-11-13, 4-11-14].

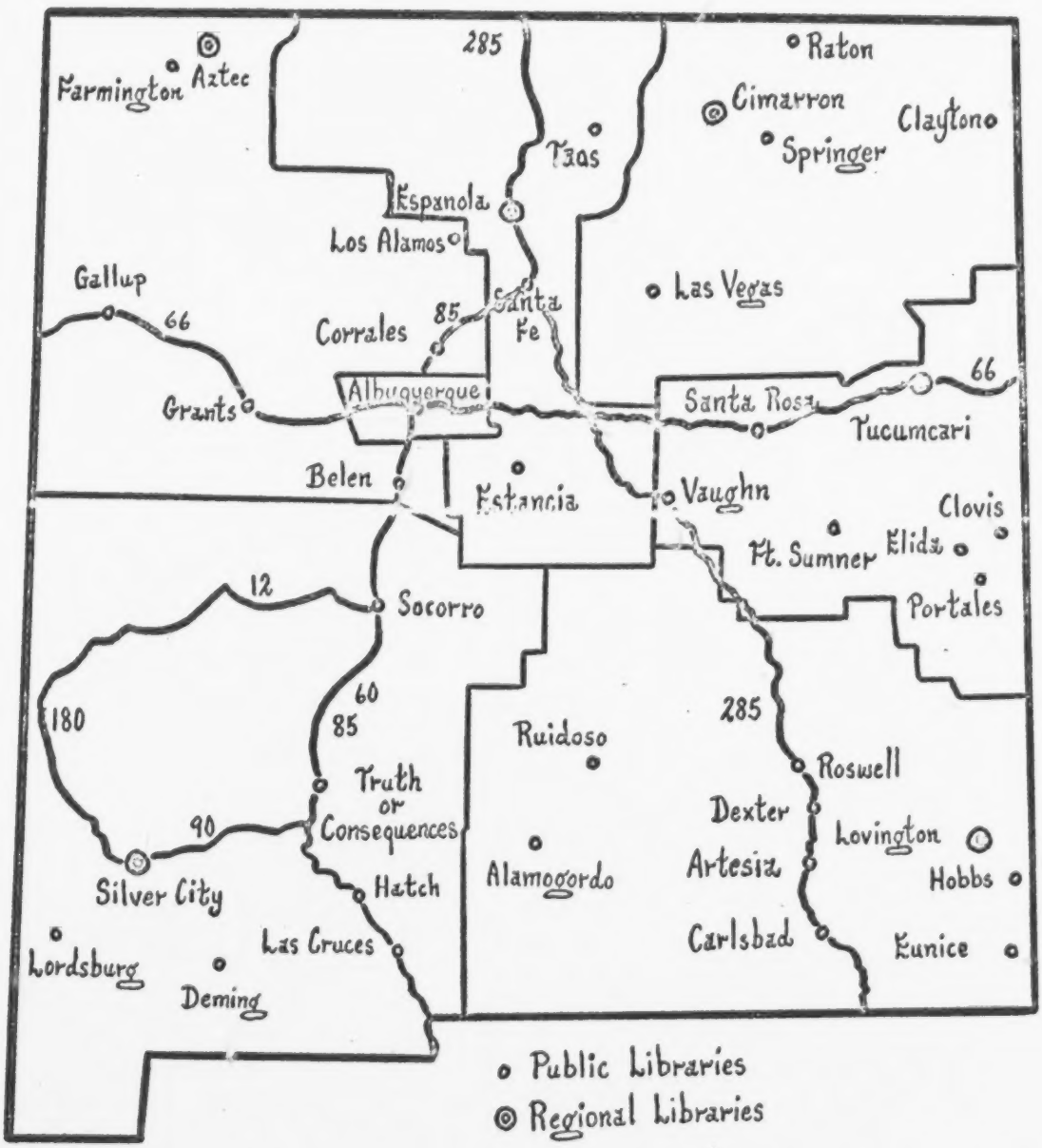
History: Laws 1947, ch. 91, § 8; 1941 Comp. Supp., § 3-813.

4-11-14. List of certified librarians.—The state library commission shall issue annually a list of all persons holding librarians' certificates.

History: Laws 1947, ch. 91, § 9; 1941 Comp. Supp., § 3-814.

End


Governor
Appoints
State Library Commission
"Appoints State Librarian...Establish policies for government of State Library...Approve budget... Encourage local library service...Promote effective state-wide system...develop high-quality personnel in libraries of state...certification... Improve working conditions..." N. M. Statutes 4-11-3, 1953 Comp.
State Librarian - C. Edwin Dowlin
Organizes and administers State Library. Appoints staff. Assists State Library Commission in developing policy... Determines priorities...Coordinates efforts to secure funding...Implements and interprets program element evaluation.
Head
Services and Resources for Libraries and Government
William H. Farrington
Collection Development
Network and Information Services
Governmental Services
Head
Library Development Division
Brooke E. Sheldon
Promotes the development, coordination and improvement of library services on state-wide basis, collects and publishes statistics, administers State and Federal grants.
MIO Unit
Systems Coordination
Research
Network evaluation
Planning
Accountability
Program Coordination
Staff Development
Regional Libraries
Institutional Services
Books for the Blind
Project Grants
Consultant Services
Head
Technical Services Order and Catalog Departments
Mary Borland
Order
Catalog
Head
Administrative Services
Jerome Catanach
Fiscal Office
Personnel
Financial Records
Purchasing
Mail
Supplies, shipping


Farmington
Aztec
285
Raton
Cimarron
Clayton
Springer
Taos
Espanola
Los Alamos
Gallup
66
Las Vegas
Corrales
85
Santa Fe
Albuquerque
Grants
Santa Rosa
66
Tucumcari
Belen
Estancia
Vaughn
Clovis
Ft. Sumner
Elida
Portales
12
Socorro
180
60
85
Ruidoso
285
Roswell
Truth or Consequences
Dexter
Lovington
90
Alamogordo
Artesia
Hobbs
Silver City
Hatch
Carlsbad
Eunice
Las Cruces
Lordsburg
Deming
Public Libraries
Regional Libraries

C-1

THE COORDINATED LIBRARY SYSTEMS (CLS) OF NEW MEXICO

Summary

Objectives

ORGANIZED INFORMATION SERVICES TO COORDINATE EXISTING RESOURCES

Locator Unit: To establish bibliographic control of print and nonprint materials.

Media Network: Composed of a media center or community of centers to serve warehousing and booking functions and to provide training programs in the production and use of media.

Communications Network: To provide a system of rapid communication among all units.

Direct Access for Every Participating Library to all Components of the Coordinated Systems.

EXPANDED RESOURCES IN AN ORGANIZED PATTERN TO AVOID DUPLICATION

To work to bring all libraries--Public, School, and Academic--up to the standards needed for them to fulfill their primary purposes.

To initiate grants to designated libraries to build on existing strengths or to establish needed subject specialties, with such collections to serve as statewide resources.

ACTION PROGRAMS TO MOBILIZE PERSONNEL AND RESOURCES TO TEST NEW AND EXTENDED PROGRAMS OF SERVICE TO ALL NEW MEXICANS

To emphasize service to the following:

- Special socioeconomic and cultural groups
- Business and professional interests
- Government agencies and institutions
- Students and faculty members
- Handicapped persons
- And all persons not now reached by any library service.

Examples of possible service programs:

Combinations of school- and public-library functions in the school-library facilities of a community;
Attempts at "mail-order" library service to some rural areas;
New approaches to bookmobile service;
Contractual arrangements with local public libraries to provide library service to rural citizens in their vicinities.

The Library Community Pledges Itself to the Following:

TO PROMOTE PROGRAMS FOR RECRUITING AND TRAINING

To recruit members for the library profession and for participation in community library activities;

To train for total staff development and for library administration;

To encourage awareness and understanding by the general public of the benefits of total library service.

TO INCREASE FINANCIAL SUPPORT FOR PUBLIC, SCHOOL, AND ACADEMIC LIBRARIES BY A UNIFIED APPROACH ON BEHALF OF

The State Library for additional state aid to Public Libraries;

The State Department of Education and the *Public School Finance Division* for a higher percentage of the State's education monies;

The Board of Educational Finance for full recognition of the role of each Academic Library in supporting the total academic program.

TO INITIATE PROMOTIONAL PROGRAMS AND DEMONSTRATION PROJECTS

To inform the public, governmental officials, and the State Legislators about the benefits to be derived from a progressive library system like the CLS.

TO IMPLEMENT THESE OBJECTIVES THROUGH ACTION GROUPS WITH DESIGNATED RESPONSIBILITIES:

New Mexico Advisory Council on Libraries
New Mexico State Library Commission
New Mexico State Library
New Mexico Library Association
Other associated professional groups

- For programs financed entirely through federal funds, the responsible action agencies are the State Library Commission, the State Library staff, and the New Mexico Advisory Council on Libraries.

- For programs financed by state funds or funds from private sources, the impetus will come from librarians working through professional associations, with activities coordinated by the New Mexico Library Association.

- For communications from other members of the library community, the New Mexico Library Association will serve as the main channel, coordinating the activities of other professional and civic organizations.

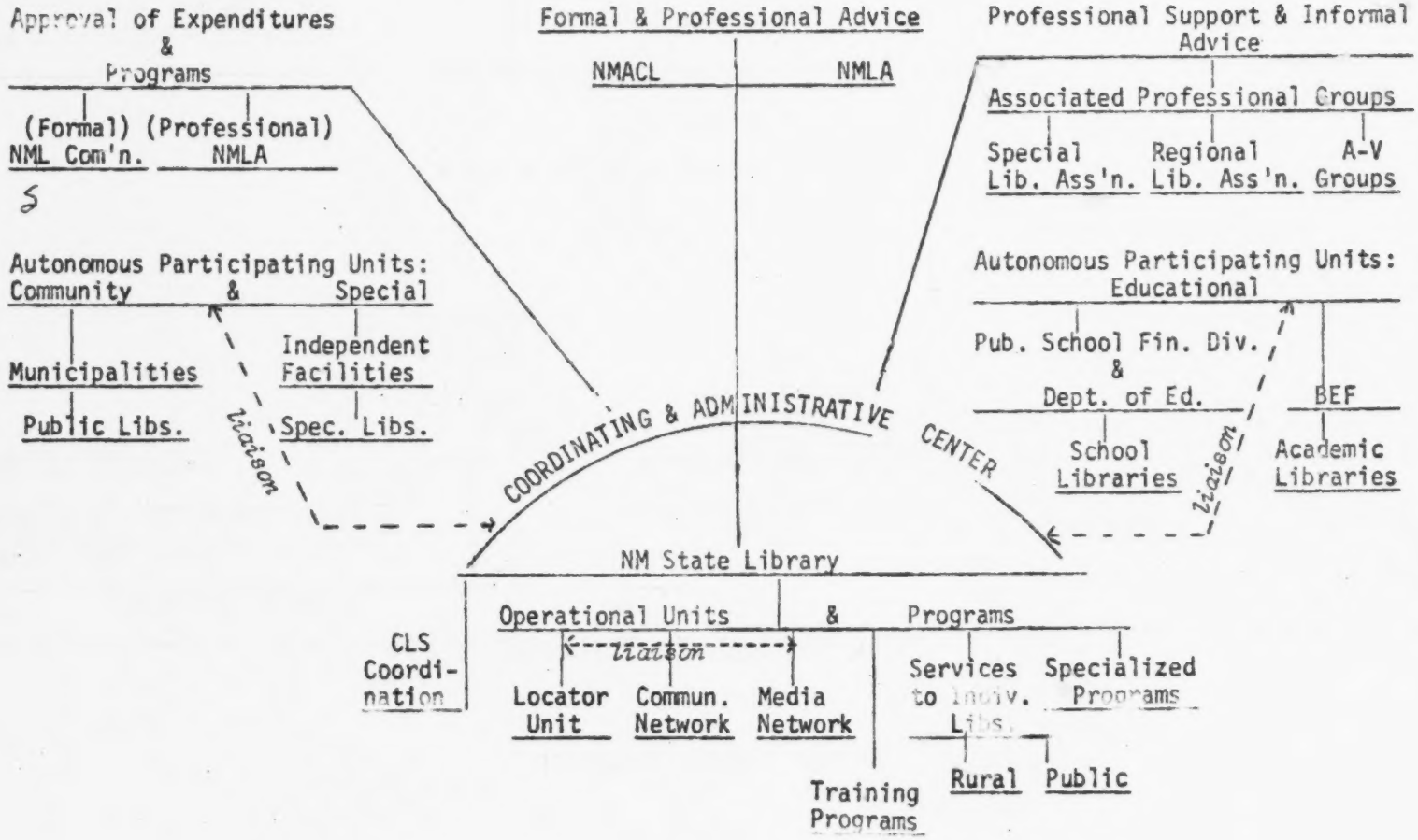
- As priorities for programs are agreed upon, detailed implementation procedures for each specific development program will be developed by the responsible agencies listed above.

COORDINATED LIBRARY SYSTEMS

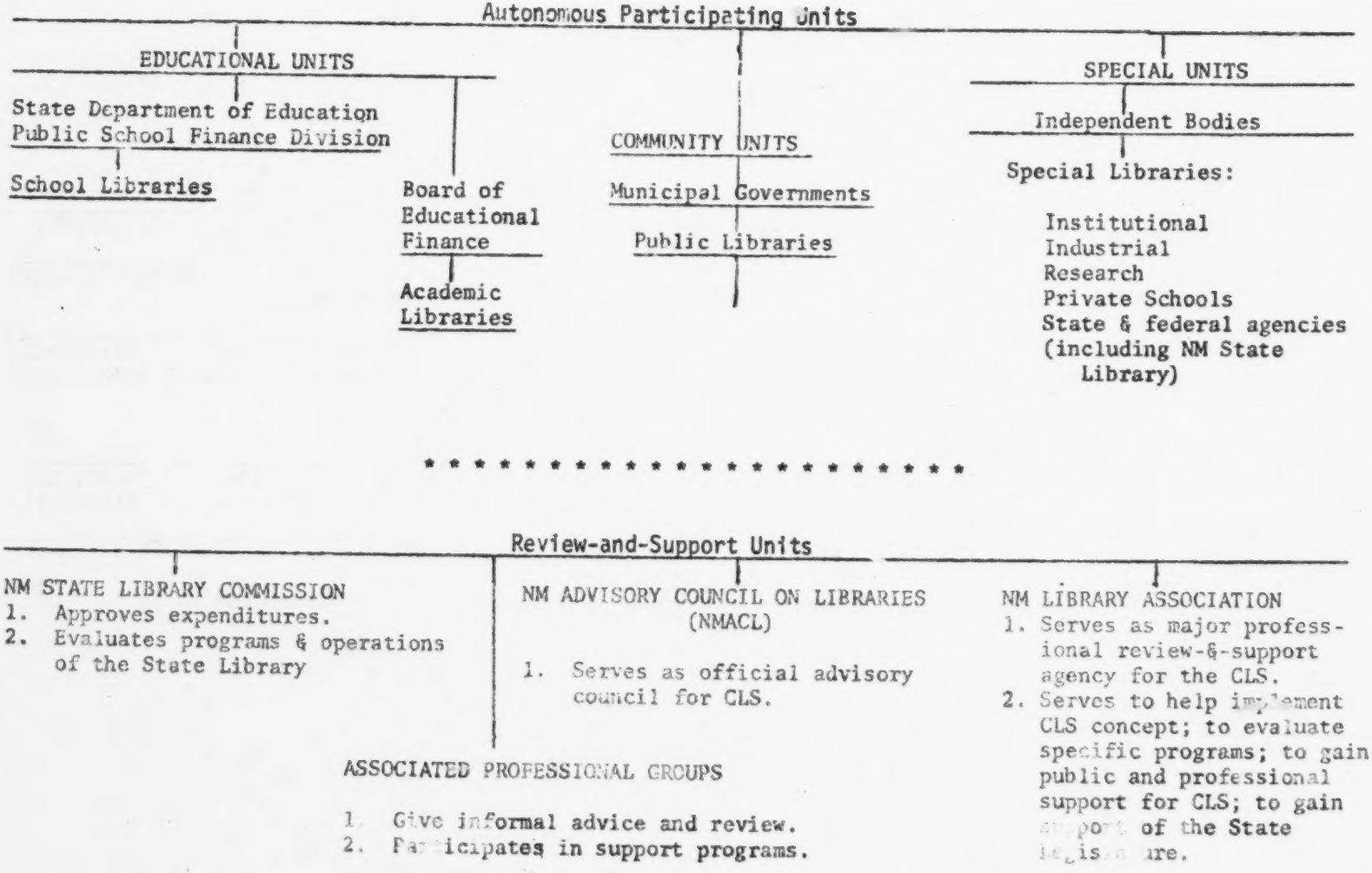
OF

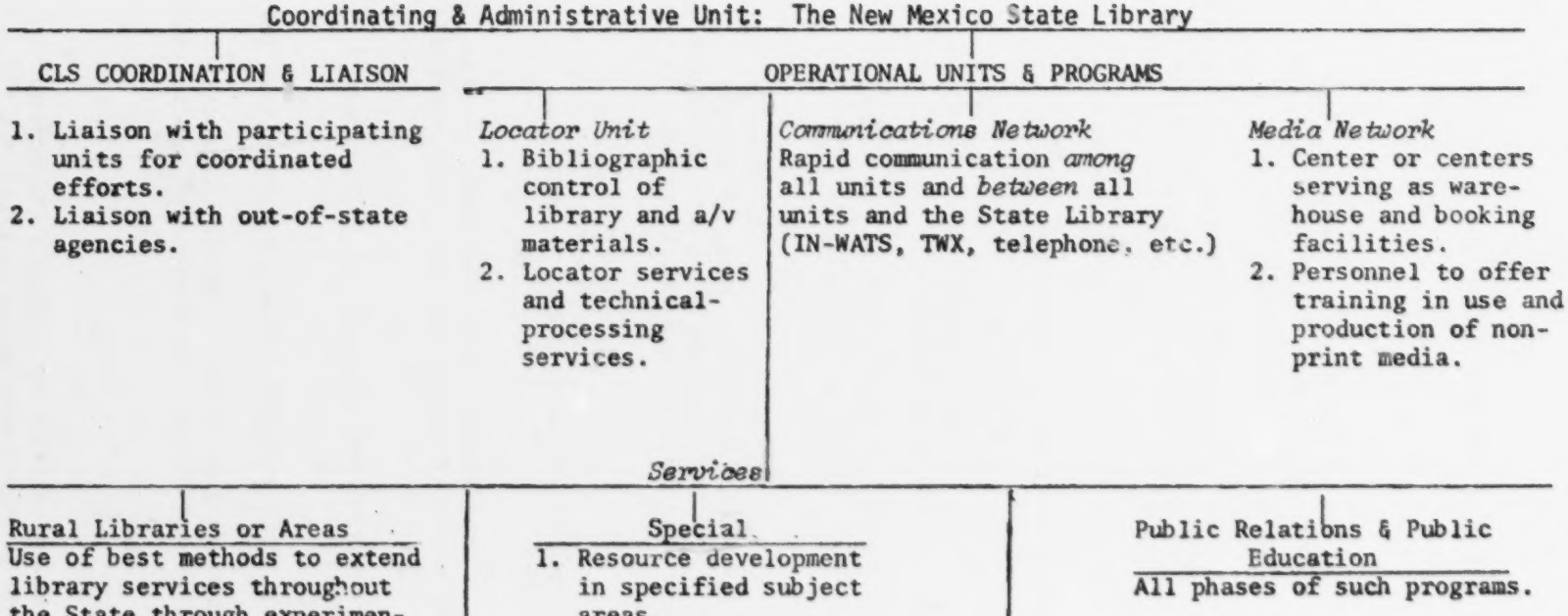
NEW MEXICO

(Summary Chart)



CLS ORGANIZATIONAL DETAILS


Autonomous Participating Units
EDUCATIONAL UNITS
State Department of Education
Public School Finance Division
School Libraries
Board of Educational Finance
Academic Libraries
COMMUNITY UNITS
Municipal Governments
Public Libraries
SPECIAL UNITS
Independent Bodies
Special Libraries:
Institutional
Industrial
Research
Private Schools
State & federal agencies (including NM State Library)
Review-and-Support Units
NM STATE LIBRARY COMMISSION
1. Approves expenditures.
2. Evaluates programs & operations of the State Library
NM ADVISORY COUNCIL ON LIBRARIES (NMACL)
1. Serves as official advisory council for CLS.
NM LIBRARY ASSOCIATION
1. Serves as major professional review-&-support agency for the CLS.
2. Serves to help implement CLS concept; to evaluate specific programs; to gain public and professional support for CLS; to gain support of the State Legislature.
ASSOCIATED PROFESSIONAL GROUPS
1. Give informal advice and review.
2. Participates in support programs.


Coordinating & Administrative Unit: The New Mexico State Library
CLS COORDINATION & LIAISON
1. Liaison with participating units for coordinated efforts.
2. Liaison with out-of-state agencies.
OPERATIONAL UNITS & PROGRAMS
Locator Unit
1. Bibliographic control of library and a/v materials.
2. Locator services and technical-processing services.
Communications Network
Rapid communication among all units and between all units and the State Library (IN-WATS, TWX, telephone, etc.)
Media Network
1. Center or centers serving as warehouse and booking facilities.
2. Personnel to offer training in use and production of non-print media.
Services
Rural Libraries or Areas
Use of best methods to extend library services throughout the State through experimentation with various options: extended bookmobile service; "mail-order" service; contracts with school libraries; contracts with public libraries to extend their services.
Special
1. Resource development in specified subject areas.
2. New or expanded services for business and professional communities, government officials and agencies, multilingual communities and individuals, school children, etc.
Public Relations & Public Education
All phases of such programs.
Public Libraries
1. Advice
2. Administration of financial aid: a direct grant to each Public Library, contingent upon an acceptable level of local aid.
Training Programs
1. Library staff development.
2. Lay recruiting and training.

THE COORDINATED LIBRARY SYSTEMS (CLS) OF NEW MEXICO

I. Purposes and Policies of the CLS

A. PURPOSES: The controlling purpose of the CLS is to promote the educational, economic, and social development of all New Mexicans. This purpose will be implemented by the following activities:

1. coordination of the State's Public, School, Academic, and Special Libraries to make available rapid identification of and access to library resources (print and nonprint) for individual citizens, all levels of government, members of the business and industrial and professional communities, and civic, service, and social groups;

2. programs for total library services, to encourage individual capabilities and assist in overcoming individual limitations;

3. unified efforts to improve resources of all School, Academic, and Public Libraries, bringing them up to standard;

4. assistance to all libraries to strengthen present collections and services warranting expansion and to initiate appropriate new services;

5. unified support to Public, School, and Academic Libraries in their need for added financing: the Public Libraries through the State Library, School Libraries through the State Department of Education and the Public School Finance Division, and Academic Libraries through the Board of Educational Finance;

6. coordinated, statewide planning for services to special groups, with particular emphasis on acknowledgement of and appreciation for the State's cultural diversity;

7. increased, coordinated library support of New Mexico's diverse educational programs (formal and continuing) through needed materials and counseling in the use of such materials;

8. information to all libraries on new programs and techniques, including specialized services;

9. provision to all library staff members of wider opportunities for professional growth; and

10. a quality of library services justifying increasing financial support from all levels of government and from sources of special funds.

B. POLICIES

1. *General:* The CLS will build on existing resource strengths, creating new ones only where serious lacks exist in total CLS

holdings. Unnecessary duplication of collections will be avoided, and care will be given to identifying strengths and specific interest areas. Academic and major Public and Special Libraries are considered the logical CLS subject-area facilities and, therefore, will be provided funds for developing strength in designated subject areas.

2. *Organizational:* The CLS is designed to provide to each unit direct access to such bibliographic control as is developed.

3. *Financial:*

a. General Support.--Basic CLS financial support will come from state, local, and federal governments, but sources of special funds will not be ignored. State and local funds will support basic library activities. Federal funds are considered "seed" money and will finance experimental programs. Special funds (federal monies for specific projects and monies from Foundations) will be used as effectively as possible, with recognition given the usually short life of most such fundings.

b. Reimbursement for CLS Services Rendered.--Participating libraries of all types will be reimbursed for (1) additional staffing necessary to such participation and (2) per-transaction costs for loans made and reference activities successfully completed.

c. Incentive Financing.--The State Library will provide special incentive grants (probably, federal funds), with every library eligible to apply. Applications will be considered on the basis of the value of a proposed program of service in terms of a specified goal.

d. General Fund.--The CLS will maintain a General Fund, portions of which can be awarded, as deemed appropriate, to libraries developing resources in specific fields.

II. Organization of the Coordinated Library Systems of New Mexico (CLS)

A. REVIEW-AND-SUPPORT UNITS

1. *The New Mexico State Library Commission* is responsible for examining and evaluating programs and operations of the Coordinating and Administrative Center (the State Library). It also approves certain expenditures.

2. *The New Mexico Advisory Council on Libraries* (NMACL--meeting the requirements of the Library Services and Construction Act) is the *official* Advisory Council for the CLS. It can be asked for or can volunteer advice, program evaluation, and developmental suggestions; and it will take an active role in CLS promotional and public-information programs established and supervised by the NMLA.

3. *The New Mexico Library Association* (NMLA) is the major *professional* review-and-support agency. It cooperates with the State Library, the Department of Education, the Public School Finance Division, the BEF, and Special Libraries in implementing the CLS concept and framework and furthering continued development of the CLS. It gives professional advice regarding and evaluates the progress of general CLS implementation and the success of specific programs, supplementing the basic advice and evaluation of the NMACL. It has the major responsibility for gaining public and professional support (including financial) of the CLS, and for assisting the State Library to develop and conduct programs presenting opportunities for library personnel to qualify for certificates of proficiency and formal degrees at appropriate levels.

4. *Associate Professional Groups:* The Rio Grande Chapter of the Special Libraries Association, local and regional library associations, and all organized audiovisual groups have the responsibility and right of informal advice and review and the added responsibility and privilege of participating in support programs.

B. AUTONOMOUS PARTICIPATING UNITS

1. *Educational Units:* Since the fullest possible participation by School and Academic Libraries is essential to a successful CLS, the State Department of Education, the Public School Finance Division, and the Board of Educational Finance will play strategic roles within the CLS framework. Major libraries cannot be expected to provide CLS services at the expense of the clientele such libraries usually serve; yet their participation is crucial. CLS services rendered by these libraries must be supported.

a. Department of Education and Public School Finance Division.--These units are requested to cooperate with the State Library, the NMLA, the BEF, and Special Libraries in implementing the CLS concept and framework; to evaluate the situation and needs of School Libraries; to promote (supported by all other CLS units) improvement of resources, programs, and professional levels of personnel for all School Libraries; and to make a commitment as to the degree of CLS participation by School Libraries and then to finance that participation.

b. School Libraries.--The System of School Libraries is urged to take part in the CLS 100 per cent. Increased financing for such libraries cannot, of course, come from the CLS, though special grants or awards may be made in specific cases. The benefits to be derived by School Libraries and the entire public-school system from CLS participation can be invaluab

c. Board of Educational Finance.--This Board is requested to cooperate, similarly, with the State Library, the NMLA, the Department of Education and the PSFD, and the Special Libraries in implementing the CLS concept and framework and in making the System of Academic Libraries a cornerstone of the statewide organization; to evaluate current levels of resources and services of Academic Libraries; to promote (with full CLS support) improved

resources and programs for all such libraries; and to make a commitment as to the degree of CLS participation by each Academic Library.

d. Academic Libraries.--The Academic Libraries constitute a System that is essential to the CLS. Care will be taken to see that CLS services they render do not weaken their paramount role--to serve their respective institutions. They can, however, expect to benefit increasingly from an efficient and expanding CLS. Increased basic funding of Academic Libraries is also outside CLS capabilities. But strong support will be given the BEF in its efforts to obtain better financing; and CLS grants, awards, and reimbursements for services rendered will apply particularly to Academic Libraries, which will constitute the backbone of the CLS in the matter of subject-area strengths.

2. *Community Units*

a. Municipalities.--A major key to the statewide success of the CLS is strong local Public Libraries. Therefore, an essential contribution by individual municipalities to a viable CLS is strong local support (financial and human) of local libraries and strong community support of the statewide organization. The Arthur D. Little study revealed widespread inadequate local financial aid to Public Libraries. Municipalities throughout the State need to provide strong financial support in order to raise local libraries to higher levels of efficiency and service and to make such libraries eligible for participation in the CLS, its incentive grants, and possibly its general-fund awards. The State Library will take particular care to insure local involvement in decision-making.

b. Public Libraries.--Since participating libraries will provide both the principal resources and also much of the staff for the CLS, every local library that becomes a CLS unit thereby strengthens both the statewide program and its own services. Each library is expected to evaluate its own strengths and weaknesses (holdings, services, staff, etc.) and then to attempt more efficient and productive use of existing facilities and programs, and to investigate and understand its own role within the CLS. In addition, each Public Library is expected to be active in the campaigns (1) to educate public officials and private citizens to the tremendous potentialities of a strong, smoothly functioning CLS and (2) to obtain adequate local funding for its own programs.

3. *Special Units*

a. Independent Facilities (Sandia Laboratories, LASL, UNM Bureau of Business Research, etc.).--Such facilities can contribute through their libraries very significantly to the quality and breadth of CLS services and resources. They are urged to authorize CLS participation (within the limitations imposed by the nature of each such facility) by their Special Libraries.

b. Special Libraries.--Each participating Special Library will be integrated into the CLS, taking part in all activities deemed appropriate by their parent organizations--institutions, industries, private schools, state and federal agencies, etc.

C. COORDINATING AND ADMINISTRATIVE CENTER: THE STATE LIBRARY

The State Library is to coordinate all programs and relationships of the CLS organization, administer the operational units and programs, and be responsible for CLS-accountability statements and reports. It expects to have from each participating library a precise, voluntary commitment to the purposes, policies, and functions of the CLS, to the State Library as the coordinating and administrative center, and to each library's own individual role as a CLS unit.

1. *Coordination & Liaison:* The State Library will effect strong liaison with the Autonomous Participating Units, to achieve true coordination of efforts and activities. It will serve as liaison between the CLS and out-of-state agencies and institutions. Through close relationships with the Autonomous Units, it will request advice, assistance, and support.

2. *Administration:* As the CLS Administrative Center, the State Library will (1) implement the CLS organization and plans, using methods and techniques it deems most effective, with advice and counsel from the Review-and-Support Units, and (2) administer the Operational Units and major programs.

Nature and Functions of Operational Units and Programs

1. *Locator Unit:* The Locator Unit (site, functional nature, and extent of services to be determined by the State Library) will establish bibliographic control of all types of library and audiovisual materials and upon request will provide participating libraries with statewide locator and technical services.

2. *Media Network:* The physical form of the Media Network is to be determined by the State Library. With existing collection strengths as a base, the Network will consist of (1) a center or centers serving as warehouse and booking facilities and (2) smaller depositories for highly used materials, with a search-and-find technique developed to give libraries and individual New Mexicans rapid access to CLS resources. The Media Network will also offer training in the use of nonprint media and, eventually, training in the production of such media.

3. *Communications Network:* Essential to the entire CLS operation is a system of rapid communication among all units. IN-WATS, TWX, telephone, and other appropriate means will be used to serve requests for materials and reference service.

4. *Services to Rural Libraries or Areas:* The State Library will select (probably, by means of pilot programs) the best available methods by which to extend library services throughout the State: revised bookmobile programs; "mail-order" service to remote areas; contractual arrangements whereby rural communities can be reached by either a combination of school- and public-library functions centered in a school library, or a contract with a Public Library in another community. The latter can also serve individuals in remote areas not identifiable as communities.

5. *Services to Public Libraries:* The State Library will be the advisory unit for individual libraries needing counsel. Its financial aid is vital. Reimbursement will be made for CLS services rendered. Annual state aid must be extended far beyond current levels. The formula recommended by Arthur D. Little (annually, a direct grant to each Public Library of $2,500 plus 50 cents per capita for the area served, such funding to be contingent upon an acceptable level of local aid) must become a reality as soon as possible, with local support being raised to meet formula requirements. A request early in the life of the CLS will be made for direct grants of $2,000 per accredited, participating Public Library. Such funds will be available for services and processing, as well as for materials.

6. *Training Programs:*

a. Library-Staff Development.--The State Library will encourage all library organizations and all institutions and agencies with libraries to direct attention to the problems of library management, staff development, and increased and broadened availability of information about library development. All levels of library personnel, all recruits, and all types of libraries will participate in such considerations and be involved in any resulting programs.

The State Library will investigate all cooperative opportunities such as those offered by out-of-state agencies like WICHE. It will also recommend and support coordination of educational opportunities within New Mexico--particularly, those at the undergraduate level.

The State Library will support efforts to make graduate study available through tuition-exchange agreements. With the help of all library organizations in the State, it will be alert to a feasible date for establishing a graduate library school in New Mexico. Assisted by the NMLA, the State Library will develop and conduct programs making available opportunities for individual qualification for certificates of proficiency and for formal degrees at appropriate levels.

b. Recruiting and Training.--The State Library will supervise or give counsel regarding recruitment and training of local personnel for library services in Public Libraries. Since policy-makers (nonprofessional and professional) have a continuing need to keep abreast of new library skills, techniques, and services, the State Library will aid local libraries in designing and conducting programs making such information available. Also, in cooperation with other professional groups, the State Library will provide a wide range of special programs directed toward library education at all levels. Included will be things like lectures and exhibits for the benefit of the State's various publics.

7. *Public Relations and Public Education:* The State Library will give strong support to the NMLA and to local units in efforts to develop throughout the private and the official communities of the State an understanding of (1) New Mexico's urgent need for greatly expanded and

modernized services--from Public, School, and Academic Libraries in particular--(2) the design and statewide significance of the proposed CLS, (3) the general local benefits to be derived and the local responsibilities involved, (4) the specific kinds of assistance to be made available to all types of organizations and to individuals handicapped in any of several ways, and (5) the absolute necessity for adequate funding for the CLS.

8. *Special Services:* Implementation of Special Programs will be left to the judgment of the State Library.

a. Resources-Development.--Counsel and (when appropriate) financial aid will be extended individual libraries or Systems in the matter of the efficient development of resources.

b. Other Programs.--Special population sectors ~~(see the State Library Chart)~~ will be served by programs designed with their particular needs in mind. (Many of these programs are standard components of the State Library's current activities.) Preliminary publicity programs will create awareness of valuable library services available to sectors like these: business and professional communities, government officials and agencies at all levels, multilingual communities and individuals, and school children (in this instance, interaction between School and Public Libraries is an area requiring concentrated study), and the like.

Many of the Special Services will be based on pilot, or experimental, projects. Demonstration projects will be conducted with the specific purpose of demonstrating the value and the validity of such services available from the CLS through the State Library.

APPENDIX E

NEW MEXICO ADVISORY COUNCIL ON LIBRARIES

	Expiration of term
TO REPRESENT PUBLIC LIBRARIES	
Miss Octavia Fellin, Librarian Gallup Public Library 115 West Hill Avenue Gallup, New Mexico 87301	One year term 6/30/72
TO REPRESENT LIBRARY TRUSTEES	
Mrs. Jack Daniels 623 East Baja Hobbs, New Mexico 88240	Three year term 6/30/74
TO REPRESENT COLLEGE AND UNIVERSITY LIBRARIES	
Dr. James P. Dyke Director of Libraries New Mexico State University Las Cruces, New Mexico 88001	Two year term 6/30/73
TO REPRESENT SPECIAL LIBRARIES	
Miss Calla Ann Crepin 8920 Northwestern, N. E., Apt.M Albuquerque, New Mexico 87112	Three year term 6/30/74
TO REPRESENT PUBLIC AND PRIVATE SCHOOL LIBRARIES	
Mr. Edward H. Rauchfuss 946 Santa Clara Place Los Alamos, New Mexico 87544	One year term 6/30/72
TO REPRESENT INSTITUTIONS AND INSTITUTIONAL LIBRARIES	
Mrs. Sue Crewe, Administrator Roswell Rehabilitation Center "D" Street at Eyman Roswell, New Mexico 88201	Two year term 6/30/73
USER	
Mrs. Edna Coles, Intern Vocational Rehabilitation Area Office Alamogordo, New Mexico 88310	Three year term 6/30/74

USER

Mr. Victor Sarracino
Box 153
Old Laguna, New Mexico 87026

Two year term
6/30/73

USER

Miss Gloria Baca
1715 Agua Fria
Santa Fe, New Mexico 87501

One year term
6/30/72

USER

Mrs. Raymond Schofield
2369-A 33rd Street
Los Alamos, New Mexico 87544

Three year term
6/30/74

EX OFFICIO (State Librarian)

Mr. C. Edwin Dowlin
New Mexico State Library
P. O. Box 1629
Santa Fe, New Mexico 87501

EX OFFICIO (President, New Mexico Library Association 1972-1973)

Mrs. Mildred C. Neal
1001 West Bledgett
Carlsbad, New Mexico 88220

EX OFFICIO (Vice President, President-Elect New Mexico Library Association, 1973-1974

Mr. Ed Sayre
1034 A - 48th Street
Los Alamos, New Mexico 87544

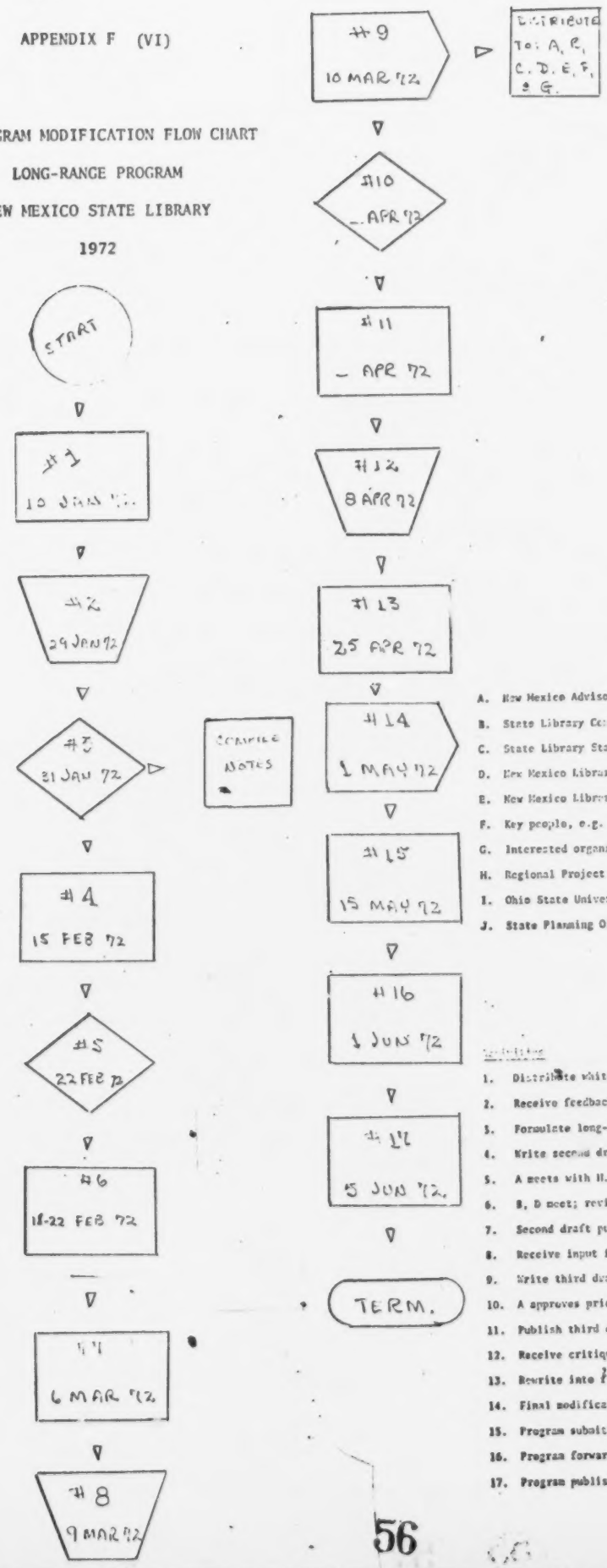
APPENDIX F (VI)

PROGRAM MODIFICATION FLOW CHART

LONG-RANGE PROGRAM

NEW MEXICO STATE LIBRARY

1972



PERSONNEL RESOURCES

A. New Mexico Advisory Council on Libraries.
B. State Library Commission.
C. State Library Staff.
D. New Mexico Library Association Development Council.
E. New Mexico Library Association Executive Board.
F. Key people, e.g. legislators, trustees, librarians.
G. Interested organizations, e.g. A A U W, League of Women Voters.
H. Regional Project Officer
I. Ohio State University Evaluation Center Staff
J. State Planning Office.

KEYS

Initiating

1. Distribute white paper for critique to A, B, C, F, H, I.
2. Receive feedback from I, et al.
3. Formulate long-range goals and general objectives.
4. Write second draft from compiled notes.
5. A meets with H. and C; approves goals and general objectives.
6. B, D meet; review second draft.
7. Second draft published in State Library Reports
8. Receive input from A, B, C, D, E, and H.
9. Write third draft; forward to I and H.
10. A approves priorites
11. Publish third draft in "State Library Reports."
12. Receive critique from I.
13. Rewrite into final draft; distribute at NMLA.
14. Final modification; details added
15. Program submitted to J for approval.
16. Program forward to H.
17. Program published in "State Library Reports."

Fig. 3. Persons per square mile in New Mexico, by counties, 1970

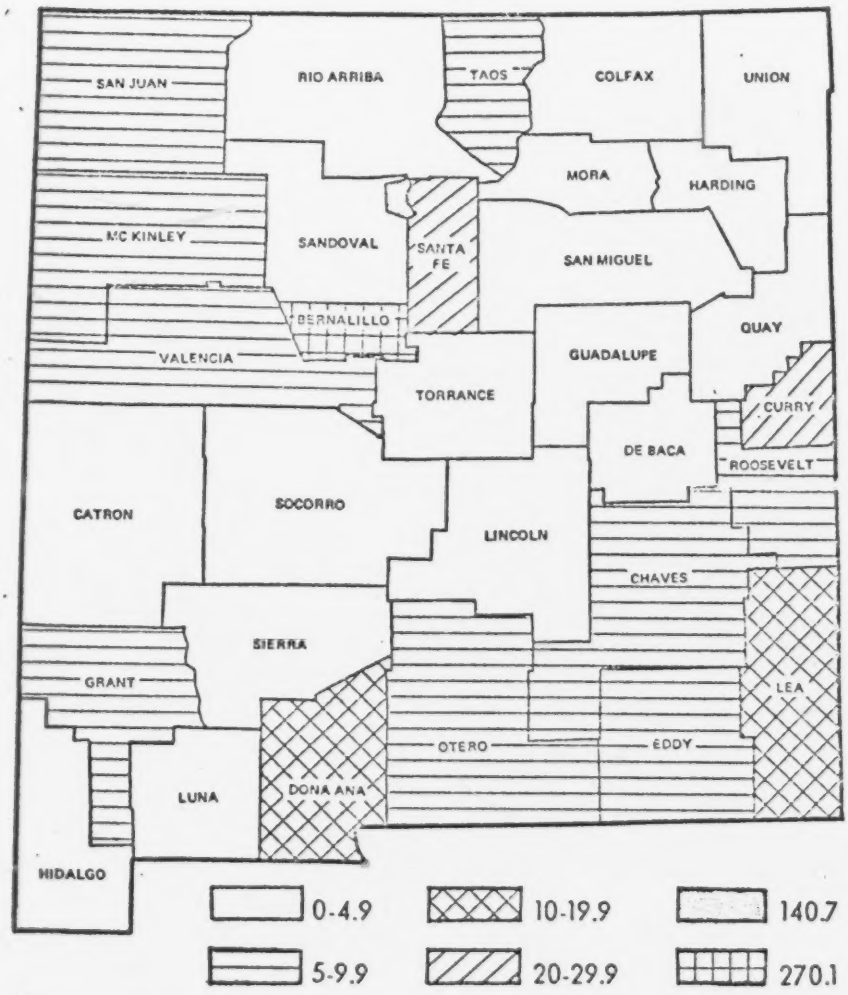


Table 1. Population gains and losses in New Mexico between 1930 and 1970, by counties*

County	Population 1970	Population 1930	Change, 1930 to 1970 Number	Change, 1930 to 1970 Percent
The State	1,016,000	423,317	592,683	140.0
Bernalillo	315,774	45,430	270,344	595.1
Catron	2,198	3,282	-1,084	-33.0
Chaves	43,335	19,549	23,786	121.7
Colfax	12,170	19,157	-6,987	-36.5
Curry	39,517	15,809	23,708	150.0
DeBaca	2,547	2,893	-346	-12.0
Dona Ana	69,773	27,455	42,318	154.1
Eddy	41,119	15,842	25,277	159.6
Grant	22,030	19,050	2,980	15.6
Guadalupe	4,969	7,027	-2,058	-29.3
Harding	1,348	4,421	-3,073	-69.5
Hidalgo	4,734	5,023	-289	-5.8
Lea	49,554	6,144	43,410	706.5
Lincoln	7,560	7,198	362	5.0
Los Alamos	15,198	**	**	**
Luna	11,706	6,247	5,459	87.4
McKinley	43,208	20,643	22,565	109.3
Mora	4,673	10,322	-5,649	-54.7
Otero	41,097	9,779	31,318	320.3
Quay	10,903	10,828	75	0.7
Rio Arriba	25,170	21,381	3,789	17.7
Roosevelt	16,479	11,109	5,370	48.3
Sandoval	17,492	11,144	6,348	57.0
San Juan	52,517	14,701	37,816	257.2
San Miguel	21,951	23,636	-1,685	-7.1
Santa Fe	53,756	19,567	34,189	174.7
Sierra	7,189	5,184	2,005	38.7
Socorro	9,763	9,611	152	1.6
Taos	17,516	14,394	3,122	21.7
Torrance	5,290	9,269	-3,979	-42.9
Union	4,925	11,036	-6,111	-55.4
Valencia	40,539	16,186	24,353	150.5

*The numerical data for 1930 are from the Fifteenth Census of the United States: 1930, Vol. I, Number and Distribution of Inhabitants, pp. 730-731; those for 1970 are from PC (1)-A33, Number of Inhabitants, New Mexico, U.S. Census of Population: 1970, p. 13.

**Los Alamos did not exist in 1930.

urban population. The other two counties with population loss during the period are Catron and Hidalgo counties. Catron County has no urban population.

Decennial Rates of Change[3]

While some counties gained and others lost population between 1930 and 1970, the rates of change were not uniform from decade to decade (table 2).

Eight counties gained population in all four decades—Bernalillo, Curry, Dona Ana, Luna, McKinley, Otero, Santa Fe, and Valencia. Their numerical increase of 454,254 was an increase of 281.9 percent for the 40-year period, twice the percentage for New Mexico as a whole.

Four counties—Chaves, Eddy, Lea, and San Juan—gained population in the first three decades but not in the 1960s. Their numerical increase was 130,289, or 231.7 percent. If these four counties had not lost population between 1960 and 1970, their rate of increase in the four decades would have been 282.6 percent—almost the same as that for the eight counties with increases in each of the four decades.

The other nine of the 21 counties with population gains between 1930 and 1970—Grant, Lincoln, Quay, Rio Arriba, Roosevelt, Sandoval, Sierra, Socorro, and Taos—did not contribute

[3]Decennial rates of change are percentages computed on the basis of changes in population since the preceding census.

CHANNELS FOR INTERLIBRARY LENDING IN NEW MEXICO

If a library's channels for lending/borrowing and for reference vary significantly from the channels recommended here, that library should file a statement of its variations with the New Mexico State Library, Santa Fe, when it files its copy of the INTERLIBRARY LOAN CODE FOR NEW MEXICO.

Channels for borrowing/lending and for reference are the same channels. Interlibrary borrowing and requests for reference services must be screened by a librarian at each level. The State Library is normally the focal point of the state's interlibrary borrowing.

A. Students through high school:

A student should use: 1) his own school library; 2) the public library of his community, where he goes on his own initiative. If these cannot satisfy his needs, his school librarian should contact other school libraries in the same town. Next, his school librarian should contact the State Library. The State Library will provide the material from its own collections, or by borrowing from whatever public, college, or special library is willing to lend, according to the state policy it has filed with the State Library. (Code V. 4)

B. College students, undergraduate and graduate, and faculty members.

A college member should use: 1) his institution's library; 2) the public library of the community. If these cannot satisfy his needs, the institution's librarian should contact other college libraries at the librarian's own discretion and according to inter-college agreements. The institution's librarian contacts special libraries, including the State Library, for special materials.

C. Users of public libraries

A public library patron should use: 1) the public library of his own community; 2) other public libraries participating in the statewide reciprocal borrowing plan. If the public library cannot satisfy the patron, the local librarian requests from the State Library. However, if the library is in a community with a population of fewer than 5,000, the librarian requests from the regional library. If the State Library cannot satisfy the patron's needs, it completes the transaction elsewhere, including outside the state of New Mexico, if the patron requests, or if the State Library's Reference Department considers that the importance of the transaction warrants the step.

D. Clientele of Special libraries

An employee, member or representative of an agency, company, society or other institution having its own library should use the library of his affiliation whenever his requests relate to that affiliation. If that library cannot satisfy his needs, its librarian should contact the public and/or State Library, or at the librarian's own discretion should proceed through regional and/or national channels known to serve the needs of the specialty concerned.